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ABSTRACT

These case studies of nine elementary school teachers explore possible relationships between teacher mood and supportive instructional behavior. Each case study is presented in three sections. Section One examines the context of the classroom being observed. Included are descriptions of the schools and their environs, characteristics of the teacher, information about the students, and a description of the teaching-learning environment. Section Two reports analysis of the data in relation to the questions undertaken in the study. Conclusions are drawn in the third section. (JD)

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AN EXPLORATORY STUDY OF THE POSSIBLE RELATIONSHIPS BETWEEN TEACHER'S MOOD AND TEACHER'S SUPPORTIVE INSTRUCTIONAL BEHAVIOR

VOLUME 2: NINE CASE STUDIES

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MAR 7 1980

PREFACE

These nine case studies are part of a larger study seeking to investigate possible relationships between the mood of teachers and their supportive instructional behavior. In these studies, mood is identified by two concepts:

> General Mood: the result of averaging a teacher's response to a mood adjective checklist; and
>
> Recalled Mood: the result of a teacher recalling which lesson she had felt best during and which lesson she had felt worst during.

Supportive Instructional Behaviors (SIBs) are a group of nine teacher, student, and classroom behaviors. They include attending, acceptance, conviviality, cooperation, engagement, monitoring, pacing, promoting self-sufficiency, and optimism. Volume 1 of this report, The Research Report, provides extensive descriptions and a discussion of these behaviors.

The case studies herein are for the nine teachers who participated in the study as subjects. For each teacher, two lessons were observed on each of three observation days. The first lesson each day was the reading lesson, and the second lesson was during "the most difficult time" identified by each teacher for the day. Observation days were usually nonconsecutive and spanned a possible time period of some fifteen days.

Each day, a trained observer recorded extensive descriptions of what was occurring in the classroom during the observed lesson. These were tape recorded and transcribed into typewritten classroom protocols which served as one of the data sources for the study. A second data source consisted of the teachers responding on a Mood Adjective Checklist, recording their level of intensity to twenty-two mood-related adjectives prior to each observed lesson. Analysis of these checklists provided a general mood score for each lesson, as well as a base for the average mood score for each teacher. In addition, each teacher was interviewed following the day's observations. The observer reviewed the record of the lessons with the teacher so as to establish agreement about what actually occurred during observation. This interview was recorded and became part of the data set for the study.

Precious little research has been done attempting to relate teacher mood to classroom instructional variables. Because of this, the present study is exploratory in nature. By systematically studying the classrooms of nine different teachers, two possibilities might result. First, evidence might suggest certain interrelationships across all teachers which warrant further research to investigate resultant hypotheses. Second, practicing teachers may make connections between their own classrooms and the classrooms portrayed in these nine case studies such that findings for a given teacher in the study might prove useful to other teachers reviewing this study.

The case studies represent our efforts to describe a given classroom context so that teachers in the field can make necessary connections to their own classrooms. Even lacking evidence to posit further study, the case studies can provide valuable information in and of themselves. If these case studies help teachers become more aware of what they do, their purpose will have been served.

Each case study is presented in three sections. Section 1 examines the context of the classroom being observed. Included are descriptions of the schools and their immediate environs, characteristics of the teacher under study, information about her students, and a description of the teaching-learning environment as the day-to-day business of instruction was conducted. Section 2 reports analysis of the data in relation to the six questions undertaken in the study. Section 3 reports the findings.

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TEACHER F

INTRODUCTION

On the basis of classroom observations and interviews with the teacher, Teacher F might be characterized as an older, experienced, traditional teacher. Her children reflected many disparate values from hers. They were primarily inner city youths whose lives reflected turmoil and little respect for learning when contrasted against the learning environment available in Teacher F's class. Because of this, the classroom seemed in turmoil a good proportion of the observed time, that turmoil characterized by relatively continuous interruption by the children in their lessons and a high degree of frustration by the teacher in what she does.

Teacher F showed two primary clusters of SIB's. Acceptance, attending, engagement, monitoring, pacing, and promoting self sufficiency cluster as high ratings; acceptance, conviviality, engagement, monitoring, pacing, promoting self sufficiency, and optimism cluster as low ratings. Acceptance, monitoring, promoting self sufficiency and engagement were related to each other. Attending, by itself, was related to monitoring and promoting self sufficiency. Conviviality was related to cooperation, pacing and optimism. Teacher F experienced one mood shift. It was dramatic in nature and went from positive to negative feelings. Eight of her supportive instructional behaviors were ranked lowest on days of low mood. Only two were ranked highest on days of high mood.

In general, the case study examined a classroom of teacher and children who were not very happy with each other. It was not a pleasant place to work, for anyone.

Section One: The Context

The Urban District

The urban district was located in one of the two largest cities in the state. Situated near Lake Champlain and the Green Mountains, the city served as a marketing, manufacturing, and service center for northern Vermont and adjacent parts of the Province of Quebec. Railroads, airplanes, and the interstate highway system converged on the area bringing a large number of tourists to bolster the local economy. Fall and Winter were particularly busy seasons reflecting an international interest in the areas of recreational opportunities. Sight seeing, boating, and skiing are major tourist activities. Recent urban redevelopment has begun to renew the downtown area and the dislocation of small but well developed communities of people resulting from this "renewal" has caused social problems within the area. The city's 40,000 inhabitants were divided into several political wards, one of which housed the major portion of economically depressed people. 5,411 students attended the city's eight elementary schools, two junior high schools and one comprehensive high school. Six hundred nineteen teachers and support staff serviced these schools.

The School

The school, U1, (K-6) was located in the older section of the urban setting. It was situated on one of the busiest streets in this section of town, South Avenue. The neighborhood contained many low-income families , as well as several low-income housing projects. U1 was a neighborhood school, so all of the students either walked or were driven to the school. Two-hundred twenty-five students attend U1 and twenty-five faculty members served them.

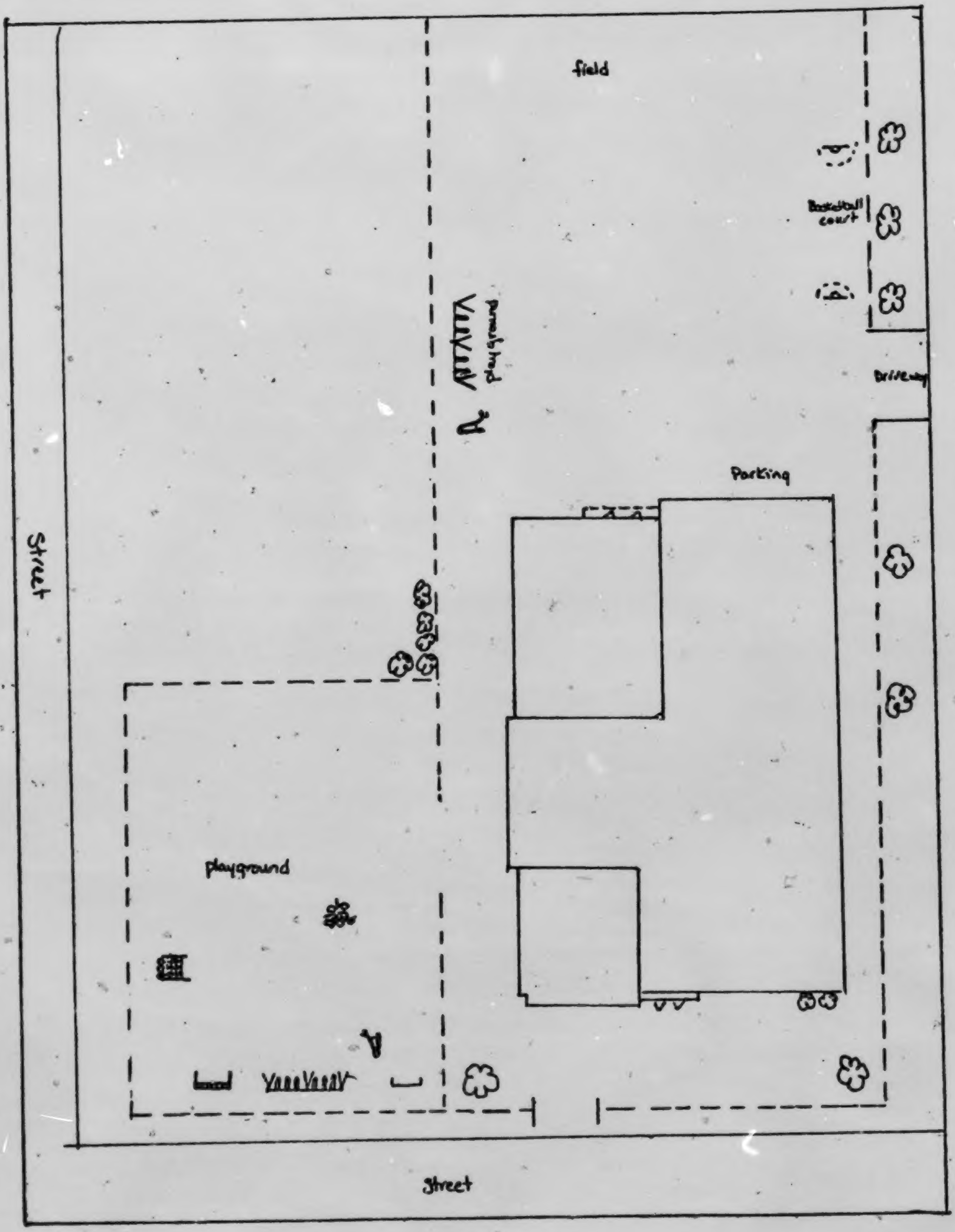
The comments of the observer amplify characteristics of many children attending U1 Adults working with these children said they had alot of "streetsmarts."

> During my observations, I noticed five or six children who looked dirty upon entering school in the morning. They had smudges of dirt on their faces, arms and legs, as well as on their clothes. . .Many children had torn or ill-fitting clothes. . .In (Teacher F's) class, a knife was removed from one boy's desk. The students aren't permitted to bring them to school. When students argued, fist fights frequently occurred, especially on the playground.

The building front which faced South Avenue was red brick. Along the sides of the building, built in 1957, were classroom windows which extended from the roof to a line four feet above the ground level. Below the windows was a maroon-colored concrete-like substance which extended from the front of the building to the rear. Behind the school was a small parking lot which held about 20 cars. There was a small gravel playground adjacent to the parking lot which had two basketball hoops in it, in addtion to a well-used set of swings and a metal slide, all made of steel. The slide had the shine of a well-handled piece of steel. Beside the school was a second small gravel playground with a second set of swings, a slide and some teeter-totters. Figure F.1. diagrams the school setting.

Entering the building from the front, the office was to the

Figure F.1. School setting for Teacher F

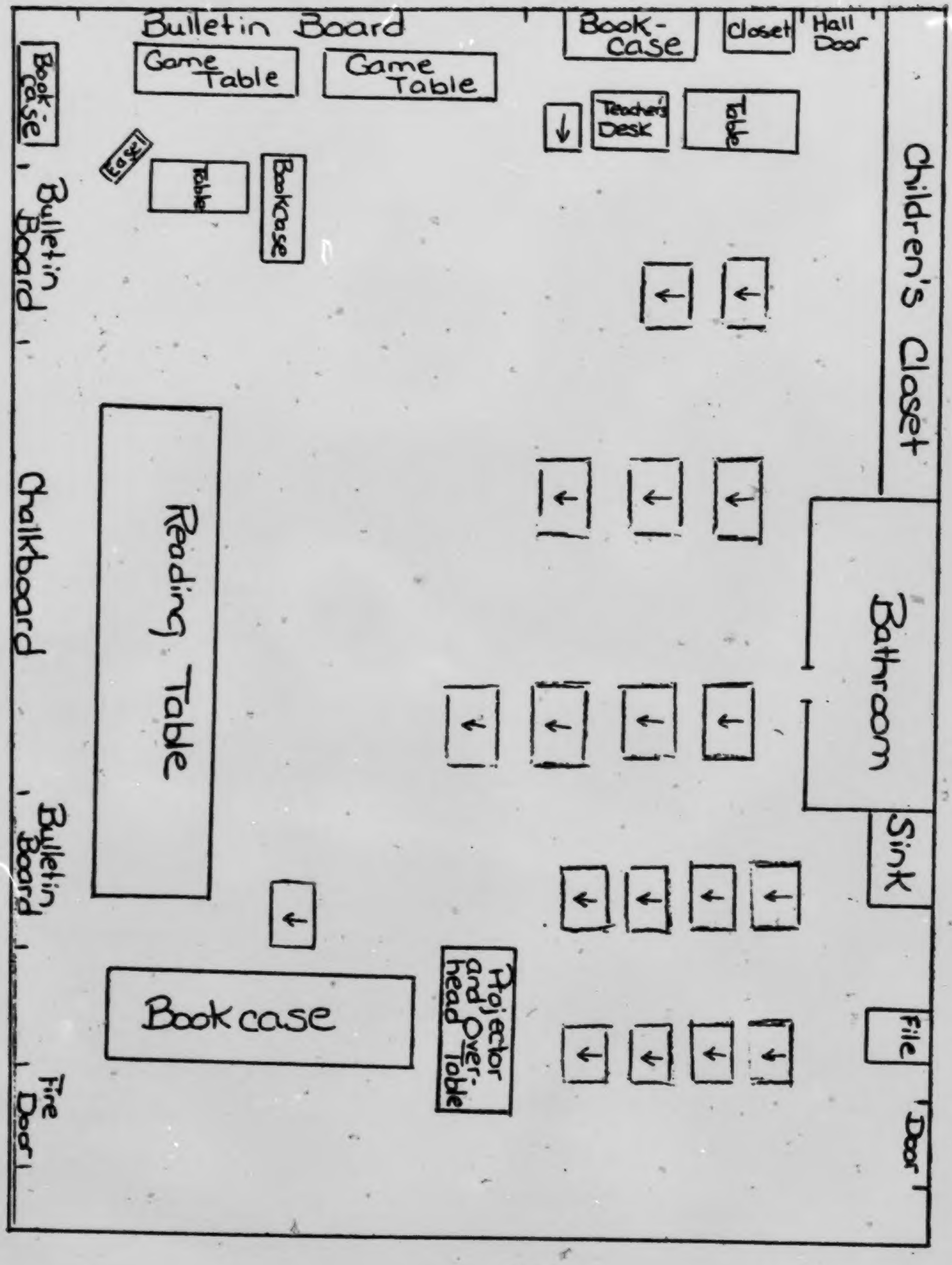


left, the gym was directly in front and to the right, through a set of double doors, were two flights of stairs. One flight lead to the second floor. The other flight, four steps, lead down to the first floor where Teacher F's classroom was located. A bleak, dimly-lit corridor lead away from these stairs. The floor of the corridors, both on the first and second floors, was made of tan tile and the bathroom-type tile walls were alligator green in color. On the walls of the building childrens' art work was tacked to the long, thin strips of cork board. There was more art work on the second floor where the third, fourth, fifth, and sixth grades were located. Teacher F's classroom was the third door on the right. There were no classrooms across from hers, only one on each side of her classroom.

Description of the Classroom

To the left of the classroom door, just inside the room, was a coat closet. Beyond the coat closet was another door which lead to the bathroom. Above the bathroom door was a large school clock. In front of the bathroom door and coat closet were two rows of desks, seven desks in all. Directly in front of the coat closet was one child's desk, set off from the others. To the right of the hall door was a table with teacher's materials placed on it. Under the table was a box of various sized balls used for gym and recess. The teacher's desk next to the table had papers, worksheets, and books scattered over its top. The closet directly behind the teacher's desk held some of her personal belongings, additional books, and other teacher materials.

Figure F.2. Teacher F's classroom



On the closet door was a poster of farm animals. Behind the teacher's desk was a bookcase and two student's desks. The bookcase held additional materials, a large stack of ditto masters, and a carton full of jars of glue. The other desk had papers and worksheets piles on it. There was nothing on the bulletin board behind the teacher's desk. There were some stories about cats written by the students on the portion of the bulletin board behind the tables with the games on them. The stories were arranged artistically. Above the entire length of the bulletin board was a wooden shelf. Hanging from the shelf was the American flag, one plant, and a star made of heavy poster board. There was nothing on the shelf itself. Above the shelf were names of the colors written on sheets depicting that color. The tables below the bulletin board held neatly arranged puzzles, math games and reading games.

In the bookcase in front of the tables were neat stacks of books from the Houghton Mifflin Reading Series, 1971 edition. On the table next to this bookcase were charts, a carton of materials on dinosaurs and an easel which has sentences printed on it. The easel was part of the Houghton-Mifflin series and was used with the readers and workbooks in the series. On the small bulletin board next to this bookcase was a poem, hand-written by the teacher, about "Wind." Surrounding the poem were some hats which the children have made out of different colors of construction paper. Above the bulletin board was a poster board with information about the numbers of the days in the week and months on it. It was commercially produced.

Over the chalkboard were the days of the week, spelled out by the teacher on sheets of contruction paper. The standard alphabet (manufactured on green paper) was on the wall above the chalkboard. Sitting on the wooden shelf attached to the chalkboard were a clock and the numbers 1-100 and 1-200 printed on large pieces of heavy poster obard.

On the other side of the chalkboard was another small bulletin board on which a commercial calendar of the month of May was placed. In front of this bulletin board were two student-size desks.

In front of the chalkboard was a long table where the reading groups met. On the table were assorted papers and workbooks and a Dunkin Munchkin bucket with writing materials in it.

To the right of the reading table was another bookcase which held various sizes and colors of construction paper. On top of the bookcase were some books, plants and two record players. An overhead projector was in front of this bookcase, and next to the projector was a bowl of what appeared to be dried vegetables.

In front of the reading table and the overhead projector were three rows of desks evenly spaced apart. There were four desks in each row. All of the desks in the classroom faced the chalkboard, except one, which was next to the teacher's desk and faced the windows.

On the heaters next to the overhead projector were seedlings planted in small milk cartons. There was one for each child in the class. On the desk between the heaters is a bulletin board with information on the various stages of a plant's growth. The words seed, leaf, root, and stem were tacked on the board along with pictures representing each stage.

On the orange rectangular box below the windows were some stuffed animals and a few more milk carons. Stuck to the top of a file cabinet was a yellow smiley face. In front of the file cabinet was a student's desk with a large bucket of soil on it. In the sink was a copper colored plastic bucket.

The room was pale green in color and had a wooden tan floor.

The atmosphere of the room appeared traditional in nature. The desks were in even rows and the room was devoid of much color.

The Teacher and Her Relationship to the Study, Opinions About Mood

Teacher F was fifty-four years old. She had taught for twenty-seven and one-half years, primarily in the second and third grades. Her majority of experience had been on the second grade level. In terms of subjects taught, she replied "everything." She had a Bachelor of Science degree in eduction.

Teacher F agreed to participate in the study "to create a better relationship with UVM (the State University) and Burlington Public Schools." Verbally, in an interview with the observer, Teacher F indicated her participation was done reluctantly and at the Principal's request. The project did not wish to have anyone participating against their wish. Therefore, the trainer spoke with the teacher and communicated that desire. Teacher F agreed to remain a participant. She believed that there was a relationship between her moods and her interactions with her students because it was "only human nature."

The Instructional Setting

During the observed times, Teacher F taught reading and a combination of reading and spelling. The latter was her "most difficult time" during the day. Spelling and writing were chosen because it occurred immediately after lunch and the children returned to the classroom active and restless. Teacher F taught reading by utilizing groups. She met with a group at the table in front of the room while the rest of the children were at their desks working on assignements, usually mimeographed handouts. She usually sat near the easel during these lessons and utilized charts provided as part of the reading series, sometimes working from the chalkboard immediately behind her. During the afternoon lesson, Teacher F was more likely to walk between the rows of desks in her room instructing the kids as to what they should be doing in terms of their lessons and behavior. For the most part, the desired state of Teacher F's room must be inferred from her comments about the room when it was not the way she wanted it to be. Teacher F liked to have her work planned. In reply to a question concerning her feelings following a rather difficult time, she said:

(From the interview protocol, May 17, 1978, p. 6.)

> "I'm fine. My plans are done. I have the work ready and I feel that I'm all set to go."

When children moved in and out of thr room and upset that state, it bothered her.

> "I think it adds to the whole confusion of the room and that bothers me cause I like things to go." (Ibid. p. 6.)

And specifically about this year:

> "This year, they're right up, anyone's come in, like they had to see the papers that the children brought in for me to look at from the other room. . .It just bothers me that they can't accept people coming in to the class. And then again, when I have a reading group, I don't want to be disturbed." (Ibid. p. 6.)

These statements were typical of Teacher F's comments about her room. She would say the way she liked things, or would like the room to be, but always finished by relating situations that prevented the room from operating smoothly. No matter how hard Teacher F tried, things just didn't work out the way she wanted them to. So much happened to interrupt her activities with the formal groups that she often lost track of what went on. This passage from one of the interviews illustrates this point.

> (From the interview protocol, May 25, 1978, p. 2.)
>
> Observer: Then later on, still during the reading lesson, Frank had read a sentence, and he'd read the word "sadden," but he had pronounced it incorrectly. And then a little bit later, Joe was trying to figure the word "darkened." While he was doing that Bill was sort of flipping through his book and Frank down here was playing with his stuffed animal. I wondered if you had noticed those things?
>
> Teacher: Yeah, but we overlook some things.
>
> Observer. Yeah, I thought that was what you were doing, but you didn't look over at them, and that's why I was wondering if you had realized what was going on.
>
> Teacher: It's a big group. It's eight.
>
> Observer: And the same thing happened another time. Bill and Frank were fooling around doing something. Bill looked like he was grabbing something from Frank, but
>
> Teacher: I don't remember that.

> Observer: And again, it happened later, except it was Frank and Repo, and they were playing with Frank's stuffed monkey. And that's when you had started reading the story with them, it was about 9:10, and I wondered if you'd seen that.
>
> Teacher: No, I guess I didn't see that one.

Teacher F continually encountered situations in which her children went against her wishes. Some typical examples follow, all taken from the most difficult time protocol, May 25, 1978.

> (1)
>
> The teacher is standing behind her desk. . .and says, "Very quietly take out you spelling books and a pencil. Take everything off your desk." She moves over to Al's desk. Al is on the floor, it appears he may be looking for something. She holds onto his arm and lifts him off the floor, straightens his desk, and then pushes him down in his seat. She tells him, "Sit down!" sharply. (p. 3)
>
> (2) Interview
>
> Observer: You went over to Ann and you said, "I want you to be quiet right now!"
>
> Teacher: She was humming. I had said something to somebody else about the noise and she had picked it up on a lower key and was looking at me, waiting for me to say something. (p. 5.)
>
> (3)
>
> At this point, there are nine other children out of their seats besides those three that are working with Teacher F. . . She first corrects Pam's, then Pablo's, book, and then calls Al, Lisa, and Sarah up to her desk. As she is correcting a student's book, she looks up and says loudly, "Back in your seats." To Bill she says, "Bill, in your seat." She says this sharply and loudly, and then continues on, "Joe, I'll take that book.". . .Joe wrinkles up his forehead, takes the book over to the teacher, returns to his seat. He looks angry, as if he might cry. He is not smiling. The teacher looks over at Al and says, "Al, sit down in your seat." This is said loudly and sharply. She then calls Al and Sarah up to her desk again, as they had not gone up after the first time their names were called. (p. 4.)

The effect situations like this had on the teacher was suggested by the interview.

> Observer: How were you feeling during this whole thing?
>
> Teacher: Wondering what was going on. I mean it was just impossible, you know.
>
> Observer: Were you angry?
>
> Teacher: I was angry.
>
> Observer: Ithought you looked pretty angry.
>
> Teacher: But you know, angry. . .well, angry. Yeah, frustrated, trying to figure out what was going on, why they couldn't sit still, they were absolute ants. (p. 6.)

This situation was common in Teacher F's classroom during the observational times. Teacher F was a teacher with many years experience who appeared to have a well-formed opinion about the way things ought to be done. Each reading lesson involved group work at the front of the room and each difficult time lesson involved seat work by the children all doing the same thing with the teacher standing by her desk or roving amongst the rows of children. Enough children in the room were active to frustrate her plans and cause disrupting situations. During the time she was observed, Teacher F's classroom seemed to be a frustrating and somewhat overwhelming place to be, given the amount of interruptions imposed on her by the children and her own orientation to the task.

Teacher's Coping Strategies

Teacher F. shows a number of coping strategies in her work with her children. Some representative strategies follow.

Matching work with ability

(From the interview protocol, May 23, 1978, p. 1.)

Teacher: . . .I gear my work, and in a reading group they get work they can do. It's alot more work (for me) to prepare it and get it ready but what I give them they can do. Sometimes it's harder, but they can be pushed along. Phonics is the same thing and math (also) in that they are all going at their rate and so really they know what they can do.

Ignoring behavior she doesn't like

(From the interview protocol, May 23, 1978, p. 3.)

Observer: Then towards the end of the observation period you asked him to move over to the table there and he sort of threw his book down and he stood there for awhile and he didn't start working. Did you know that?

Teacher: Uh-huh. I was ignoring it. He had his chair way out, you know. . .You wonder what tees him off. And there again, you don't want to push too far, you know. He'd come up swinging at you. He's real disgusting.

Coaxing children

(From the reading protocol, May 23, 1978, p. 3.)

She then goes to the row between Bill and Ed's desk, and says, "Come on now, you quiet down." She touches Ed's shoulder and then she looks over at Bill and says, "You, too." She says this softly, but impatiently.

(From the interview protocol, May 23, 1978, p. 5.)

Teacher: I just feel that if I can only sort of coax him out of it. . .

Reinforcement of good behavior

(From the interview protocol, May 17, 1978, p. 4.)

Teacher: I don't like to say "good" all the time, but when they work together, like that, I try to give them some. . .

Staying after school with heads on desks (classroom protocol)

The teacher was correcting childrens' work at her desk. The noise from the rest of the children in the class brought the following response:

(From the difficult time protocol, May 25, 1978, p. 5.)

> The teacher then announces to the whole class, "Heads down, heads down." She says this angrily, she is not smiling. She goes over to the light switch. . .and turns out the light. She then moves into (the classroom) and ends up at Repo's desk. The noise level is one. She appears to be correcting Repo's work. She then moves back to her desk, takes something out of one of the drawers, goes back to Repo's desk, and licks some kind of a stamp, and then places it on his book. She sees Ed, who does not have his head down and says sharply, "Ed, head down." She returns to her desk. She then says, "Spelling books away, please." She says this firmly and is not smiling. (After picking up some books from Pam and Ann) she returns to her desk and is writing down some names on the top of the blackboard. First she writes, "Ed," then below that she writes, "Tulip and Priscilla." In another column to the right of those she writes "Fred and Mark." Under Fred and Mark's names she writes, "I will not keep talking." Under Ed, Tulip and Priscilla's names she writes, "I will mind when I am told to." While she is writing these names, the noise level is zero.

(From the interview protocol, May 25, 1978, p. 9.)

> Observer: Then you went over to Ann and Pam and they still had their books on their desks and you took them off. Then you came over to the chalkboard and started writing names.
>
> Teacher: And did you hear the silence.
>
> Observer: Absolute, absolute silence, yes, I did.
>
> Teacher: I figured I had to do something. I mean, they were not (behaving the way I wanted them to) and once I started writing, and then I realized that you and I would be meeting and I couldn't keep them. They would have sat and written until three o'clock. . . Or I'll count, that's another thing. And then I'll put the time on the board. If I say, if I'm up to forty-five, that means forty-five minutes (after school with their heads down). And even staying five minutes with their heads down is a horrible thing. It seems just like hours.

The ultimate strategy Teacher F used to deal with the children's disruptiveness was lights out, heads down, names on board to copy sentences, or the class staying after school. For this, the children will behave temporarily.

> Teacher: They worked, they calmed down, they did their papers. I told you I had a list of children who had trouble with certain letters, so they came up to the board. And the rest were very quiet while they were working on it.

It must be noted that ultimately, these strategies were cast by Teacher F in a feeling of negativity concerning her class. She related this in an interview with the observer.

> (from the interview protocol, May 17, 1978, p. 5.)
>
> Observer: When you had finished the reading lesson, you went over to your desk and I think picked up some skill sheets and told the group that they didn't have any written work on the board, but you did have quite a few skill sheets for them. At first the kids went, "Ugh" and sounded really disappointed and then their attitude seemed to change and I missed that and I was wondering what happened.
>
> Teacher: Oh, they do (sound really disappointed) about everything. I mean, they didn't want any work on the board and I think it's the time of year, but everything you suggest, "Ugh." It's a very negative class.

Teacher's View of Children's Lives

The majority of children in this class come from extraordinarily difficult environmental backgrounds. They reflect the street kids from the south end where the rule was "win, survive, and be tough." Their living arrangements and behavior patterns outside the classroom did not represent the way Teacher F would have liked them to be in the classroom. Teacher F had explanations for the childrens' behavior that connected to their non-school loves.

Twice she referred to the children's "way of life" as the explanation for their behavior. Once it was used to explain why the children agreed that it's always important "to get even" with someone.

> (from the interview protocol, May 17, 1978, p. 9.)
>
> Observer: Then, it was really interesting, during the reading, I didn't really catch all of the story but you asked them, "Do you think it's always good, getting even with someone?" and they all nodded, "Yes."
>
> Teacher: Well, this is their way of life.

The second mention of "the way of life" referred to an explanation Teacher F gave for the rest of the class not liking her spending so much time with the "top group."

> (from the interview protocol, May 17, 1978, p. 12)
>
> Teacher: This is a group I'd like to work with. They are good; I mean they think, like, how it affects each other? Things like that, and this particular group, and you can't do it, becuase you get involved too deeply and the rest of the class is not going to stand for it. I think they almost resent it...That's their way of life until they leave this neighborhood.

Given this view of the world, Teacher F was able to predict what would happen to certain children. With respect to Bill she offered the following.

> (from the interview protocol, May 23, 1978, p. 3.)
>
> You can watch his eyes go to somebody else's paper. I mean he checks the whole area. He knows who he can get help from. He puts so much effort into that rather than sitting down and trying to figure it out himself, and he's not really all that good of a reader and I think a lot of his actions are a cover up. You know you can see in a couple of years what it's going to be. Trouble! And you know he has a brother in fourth grade who is, and I didn't have him. But I think it's the same action.

Teacher F's frustration extended beyond a portion of her teaching to the adults responsible for her children in the outside world. Of Joe, a boy physically abused by his father, she noted:

(from the interview protocol, May 8, 1978, p. 8.)

> The father wants custody and the father is not capable of raising him and sometimes he'll do something apparently bad to him and then I wouldn't be a bit surprised if in a few days he comes in with something new. I mean his father feels guilty about what he's done. He bought him three new suits. He looked lovely. I sent him to the office to have them see how nice he looked. He just looked so nice that he acted so nice, and then you don't see it anymore.

Another child, Phil, had allergies and felt sick. Phil had not done his work and the teacher had felt angry at him and his mother.

(from the interview protocol, May 23, 1978, p. 5.)

> "...but still, I am (angry at him) becuase he is not trying, and I'm a little disgusted with his mother. I think in the back of my mind that I wouldn't send a child (to school) that felt that way whether they were trying medicine or not...His grandfather is a doctor here in Burlington. You know that mother has a very capable background...I'm surprised at what they let him go through.

A third incident that spoke to the sensitive nature of Teacher F occurred with Pam. Pam was at her desk crying, "head and shoulders all cuddled up, you know just sitting there"

(from the interview protocol, May 23, 1978, p. 2.)

> We had the CTBS's two weeks ago, and I don't know whether she had testing with her reading teacher and now we are having a test with her reading book. I think she's just had it, you know.

Moments of laughter and kidding did occur. Teacher F knocked over a glass of dandelions and the water spilled on the table.

(from the interview protocol, May 17, 1978, p. 7.)

> Observer:...You said, "Oh, I knew that would happen" but you were still smiling and the three kids at the table were laughing. And then you said, "Don't laugh at me!" kind of jokingly and Ed went off to get the paper towel to clean up.
>
> Teacher: With something like that they're very good. They seem to help anyone out. With me, you know, what I mean, if something happens they're right there. But with each other, no.

Notably she contrasted her experience with the children with their experience with each other.

Teacher's View of Herself

Teacher F referred to her situation in the classroom as having seen so much that "nothing surprises me." There were two services provided by the school that she could have used to give herself some support: a school psychologist and the availability of a teachers aide.

With regards to the psychologist she seemed unsure of his/her advice.

(from the interview protocol, May 17, 1978, p. 3)

> Observer: I know you told me before that the psychologist had told you to try to ignore her poor behavior and reinforce her appropriate behavior.
>
> Teacher: There's so many things I do ignore and I don't know if it's wise or not.

She seemed somewhat unwilling to accept any kind of outside help for her situation. The reason for this may be in her comments regarding school aides.

(from the interview protocol, May 25, 1978, p. 7.)

> Teacher: There are aides in the two first grades and the second grade. I'm the only one down here without an aide. I wouldn't know how to handle an aide. Now

> I can work with a parent...very well, but an aide frightens me and an aide you have to pay. But it's been for 27 years that I've done everything on my own. So you can't give a little bit, and the kids are worse.

For Teacher F, using an aide (or a psychologist) was "giving a little bit" and because the kids were worse than ever, it was more important to have only the experienced teacher deal with them.

One solution for her is more free time during the week.

(from the interview protocol, May 17, 1978, p. 16.)

> Teacher: And every other day I have recess free. That's the only free time I have...The kids are used to eating and coming back here. But I think it's me. You really don't have time to get things ready...There's just no time.

This desire clearly related to the earlier expressed need for herself to be planned, set, and ready for the children. Presumable more free time would allow her to do this.

It was interesting to note in the context of what influences Teacher F., several references to weather/time changes. Her interpretation of children's behavior mentioned how they were influenced by changes in weather or time.

> Time. Daylight savings time had just occurred and the the teacher felt part of the children's restlessness could be attributed to them staying up later in the evening, playing. She felt they were ill-rested.

> Temperature. During late May, the temperature was very hot for Burlington. Teacher F felt that caused the children to be restless and noisy.

(from the interview protocol, May 25, 1978, p. 10)

> Weather
> Teacher: And then, you'll find out if you ever work with them, like today, if it wasn't for the heat, I would say we're having a storm coming because they react to a high fast wind, they react to a storm.

Observer: Children do?

Teacher: Children do. They're restless, noisy. They don't know a storm is coming but they just act that way and you think we're going to have a storm or bad wind or something, and sometimes we do.

Section Two: Data Analysis

Analysis 1 What were the relationships existing between SIB's and general mood during lessons when general mood score was highest for the teacher? lowest for the teacher?

Table F.1 gives the general mood scores for Teacher F across her six lessons. She had one lesson for which her general mood rating was high (R3,2.59). She had four lessons of a low general mood score (2.23). Her mood score for the "most difficulty time" lesson was equal to or lower than her mood score for the reading lesson.

Table F.1. General mood scores for Teacher F

Observed Lessons	R1	DT1	R2	DT2	R3	DT3
General Mood Scores	2.36	2.23	2.23	2.23	2.59	2.23

Because there were four lessons of low general mood, no analysis was possible beyond the realization of this point. Teacher F was often in a low mood!

Analysis 2 What were the relationships between SIB's and general mood when SIB's were ranked highest and lowest.

Table F.2 gives the general mood scores for those lessons when each SIB was ranked highest and lowest. The table also notes whether the general mood score was greater than or less than the average mood score for Teacher L (2.31).

Teacher F had two SIB's that were ranked high for lessons where her general mood score was greater than average: attending and cooperation. For lessons where her general mood score was less than average eight of her SIB's were ranked lowest. Co-

Table F.2.

General mood scores for SIBs when SIBs were ranked highest and lowest (Teacher F)

Comparison to Average	General Mood Score for Lowest Ranked Lesson	Lesson SIB Ranked Lowest	Supportive Instructional Behavior	Lesson SIB Ranked Highest	General Mood Score for Highest Ranked Lesson	Comparison to Average
less than	2.23	DT3	Accepting	DT2	2.23	
greater than	2.36	DT1	Attending	R3	2.59	greater
less than	2.23	DT3	Conviviality	R2	2.23	
less than	2.23	DT3	Cooperation	R1	2.36	greater
less than	2.23	DT3	Engagement	DT2	2.23	
less than	2.23	DT3	Monitoring	DT2	2.23	
less than	2.23	DT3	Pacing	DT2	2.23	
less than	2.23	DT3	Promoting Self-suff.	DT2	2.23	
	2.23	DT3	Optimism	R2	2.23	

operation was ranked highest when her mood was greater than average, and lowest when her mood was less than average.

Analysis 3 What were the relationships existing between SIBs and the lessons of highest recalled mood for the teacher? lowest recalled mood for the teacher?

Teacher F was not able to recall a lesson that she felt "the best about" or "the worst about in terms of her mood.

Analysis 4 What were the relationships of SIB's to recalled mood when SIB's were ranked highest and lowest?

This analysis was not possible to carry out becuase Teacher F was unable to recall days of good or poor mood.

Analysis 5 Did mood shifts occur with this teacher? If so, what patterns occurred with the SIB's before, during, and after the mood shifts?

In the study, mood shift was identified by the presence of at least one of the two criteria that follow.

1. The teacher recalls in the interview protocol that a mood shift tha occurred.
2. A series of teaching events related to specific children of a specific child changed dramatically such that children, not previously involved in the events, reap the consequences of the events.

The manifestation of this second type of mood shift for some teachers was not unlike the oppressive humidity that gathers before a summer thunderstorm. Clouds, dark and heavy, quickly build until a sudden crack of lightening and crash of thunder signal a change in the storm. Sometimes, the storm passes quickly. Other times it lingers, the dark sky blotting out light for hours. So it was with some mood shifts. Tension built until the teacher snapped like a bolt of lightening, the manner often dramatic. Children not responsible for tension often get showered.

Then with the immediate situation under control, events returned to normal. In our analysis of mood shift, Teacher F showed just such an example.

According to these criteria, a mood shift for Teacher F occurred on May 23rd during the reading lesson. The analysis is reported in the form of a chart. Figure F.3 lists the antecedent events, moments of shift, and consequent events for the mood shift occurring in R2.

What was noteworthy about this mood shift was the fact that Bill, and to some degree Joe, precipitated it. Once the situation with Bill was dealt with, by sending him out, the room took on a pleasant aspect. There was a high degree of conviviality after Jeff was sent from the room and Larry was sent back to his desk. The teacher was working with the group of four in a very pleasant manner. Later in the lesson she even gave two girls some free time, an unusual occurrence in the lessons observed. Conviviality was present before the lesson but only with Pam when she got upset. After the incidents with Bill began, conviviality disappeared and attending increased. The teacher attended more to the misbehavior and less to the work of her students in the group. After the mood shift, she was back attending to her students in the group in a pleasant and straight-forward manner and into her usual pattern of directing childrens behavior. Her acceptance of the students remained the

Figure F.3. Mood shifts for Teacher F

Period of Time Classroom protocol data Interview protocol data	Time/ Noise Level	Page	Line	Characterization
Antecedent Events				
The teacher them moves to the desk in front of the reading table and says,"Peter's group, one letter for each letter of the alphabet.	8:52/1	1	47	business as usual
It appears she is trying to arrange those four students who will be tested in some fashion		2	18	
Teacher goes over, puts a hand on Pam's shoulder and says, "Come on, we'll just do part of it today.		2	31	warm and accepting
We had CBTE's two weeks ago... she had testing with her reading teacher and now we are having a test with her reading book. I think she's just had it, you know.		2	30	
She now begins testing the students in the Rewards book.				
The teacher is now in front of the reading table and looks at Bill who has been talking. She calls his name, "Bill very loudly and looks at him. Bill frowns and wrinkles his forehead and looks angry but stops talking.		3	17	the tension begins to build

Figure F.3. Mood shifts for Teacher F
(Continued)

Period of Time Classroom protocol data Interview protocol data	Time/ Noise Level	Page	Line	Character-ization
"Will you look at the page, Tulip" a little bit impatiently.		3	25	
"Ed, sit down please." She says this firmly. She looks over a Repo and says his name then back at Bill who is just about to ask a question and says,"Bill, Bill, be quiet." She says this loudly and firmly.				
She moves to quadrant one, Joe's then to two... She then looks towards Joe's desk and says, "Joe, turn around and get busy." She says this sharply and loudly		4	7	
(I felt) frustrated...disgusted		3	43	
Ed comes over (and interrupts Teacher F with her gorup). "What's wrong?" She says this impatiently. Ed says nothing and the teacher now pushes him from behind toward his desk. Ann makes some kind of noise. "Ann, please!" She says this in an extremely annoyed tone of voice and is not smiling	/1			tension building
The teacher then goes to Joe's desk and says sharply, "You take your book right over there please..." She grabs Joe by the shoulder and kind of picks him up a little bit and pushes him in the direction of the table...Joe goes over to the table and	9:12/0	5	27	

Figure F.3. Mood shifts for Teacher F
(Continued)

Period of Time Classroom protocol data Interview protocol data	Time/ Noise Level	Page	Line	Characterization
throws down his book. He is standing up and is not sitting doing any work. The teacher at first ignores it.				
Moment of Shift				
She returns to Joe and says,"Now you will go to see Mrs. Benton right now, you are not going to rule this room"		5	40	released tension
(Al asks her a question) You can think for yourself!) Al returns to his desk.		5	47	inappropriate response to Larry
"You wonder what tees him off...I guess I can't put a name on my moods. Well frustrated, it could be disgusted."				Criteria Met: 1.label changes to frustrated and disgusted 2.Larry catches inappropriate response
Consequent Events				
"Pam, you all done?" in a pleasant tone of voice and says, "Very good." approvingly She then asks the four, "Will you come up to the table, the four of you? I want to give you one paper." (She doesn't know how to spell a work and says) "Oh Mrs.__, I don't even know that one She then gets up. The students are laughing Observer: There was a sign of warmth and conviviality with them when they finished the spelling test...	9:17/0	6	16	relaxed less tension

same after the shift as before.

Teacher F had a good deal of frustration and anger expressed in the classes that were observed. Section 1 communicated this in several instances. Many times there was mood fluctuation, that is, an increase in intensity of a given expression of feeling by the teacher. This was noted most strongly in the classroom protocols. It was not easy for Teacher F to talk about her moods and feelings, however. As she says in the May 23rd interview, "I just can't put a name on my moods." Therefore, it was difficult to identify mood shifts from her own reports. She doesn't report many dramatic mood changes. In fact, taking her works, she was "impatient," "frustrated," "fed-up," and "disgusted" about many aspects of her classroom life, one could deduce that she saw it all in pretty much the same way despite some recorded instances of pleasant interactions. This coincided with the fact that four of her lessons and the same lowest general mood score. Therefore, it seemed the shifts of feeling that do occur in her room were more of degree than substance.

Analysis 6 What were the relationships among supportive instructional behaviors during the six lessons taught by the teacher?

In order to answer this question, several analysis procedures were carried out.

1. All supportive instructional behaviors had to be ranked for each lesson. Six lessons were taught and a forced ranking was assigned to each lesson resulting in a ranking for each

SIB across the six lessons from 1 (lowest occurrence of the SIB) to 6 (highest occurrence of the SIB) for that given teacher. Table F.3 reports this information for Teacher F.

Table F.3. Rankings of SIBs for each lesson taught by Teacher F

SIB	Date 5/17		Date 5/23		Date 5/25	
	R1	DT1	R2	DT2	R3	DT3
1. Accepting	5	3	4	6	2	1
2. Attending	2	1	3	5	6	4
3. Conviviality	4	5	6	3	2	1
4. Cooperating	6	3	5	4	2	1
5. Engagement	5	2	4	6	3	1
6. Monitor	3	2	4	6	5	1
7. Pacing	2	4	5	6	3	1
8. Pro Self-Sufficiency	4	2	3	6	5	1
9. Optimism	4	5	6	3	2	1

2. The lesson during which the highes ranking of a given SIB occurred was identified. High (a ranking of 5 or 6) and low (a ranking of 1 or 2) presence of other SIB's were noted. It was possible to derive the occurrence of high and low SIB's when a given SIB was at its highest and lowest ranking. Table F.4 reports this information for Teacher F.

These procedures gave a qualitative ranking of SIB's across all lessons for Teacher F.

Table F.4.
Comparison of Supportive Instructional Behaviors when a given SIB was ranked highest (6) and lowest (1)

SIB's ranked high when given SIB was ranked lowest	SIB's ranked low when given SIB was ranked lowest	Lessons Given SIB was ranked lowest	Supportive Instructional Behavior	Lessons Given SIB was ranked highest	SIB's ranked high when given SIB was ranked highest	SIB's ranked low when given SIB was ranked highest
	Conviviality Cooperation Engagement Monitoring Pacing Promoting Self-Sufficiency Optimism	5/25 DT 3	Acceptance	DT 2 5/23	Attending Engagement Monitoring Pacing Promoting Self-Sufficiency	
Optimism Conviviality	Engagement Monitoring Promoting Self-Sufficiency	DT 1 5/17	Attending		Monitoring Promoting Self-Sufficiency	Acceptance Cooperation Conviviality Optimism
	Acceptance Cooperation Engagement Monitoring Pacing Promoting Self-Sufficiency Optimism	DT 3 5/25	Conviviality	R 2 5/23	Cooperation Pacing Optimism	
	Acceptance Conviviality Engagement Monitoring Pacing Promoting Self-Sufficiency Optimism	5/25	Cooperation	R 1 5/17	Accepting Engagement	
	Acceptance Conviviality Engagement Monitoring Pacing Promoting Self-Sufficiency Optimism	DT 3 5/25	Engagement	DT 2 5/23	Attending Accepting Monitoring Pacing Promoting Self-Sufficienct	
	Acceptance Conviviality Engagement Monitoring Pacing Promoting Self-Sufficiency Optimism	DT 3 5/25	Monitoring	DT 2 5/23	Acceptance Attending Engagement Pacing Promoting Self-Sufficiency	

Table F.4. (continued)
Comparison of Supportive Instructional Behaviors when a given SIB was ranked highest (6) and lowest (1)

SIB's ranked high when given SIB was ranked lowest	SIB's ranked low when given SIB was ranked lowest	Lessons Given SIB was ranked lowest	Supportive Instructional Behavior	Lessons Given SIB was ranked highest	SIB's ranked high when given SIB was ranked highest	SIB's ranked low when given SIB was ranked highest
	Accepting Conviviality Cooperation Engagement Monitoring Pacing Promoting Self-Sufficiency Optimism	5/25 DT 3	Pacing	DT 2 5/23	Attending Accepting Engagement Monitoring Promoting Self-Sufficiency	
	Accepting Conviviality Cooperation Engagement Monitirong Pacing Promoting Self-Sufficiency Optimism	DT3	Promoting Self-Sufficiency	6 DT2 5 23	Acceptance Attending Engagement Monitoring Pacing	
	Accepting Conviviality Cooperation Engagement Monitoring Pacing Promoting Self-Sufficiency		Optimism	6 5 23 R2	Conviviality Cooperation Pacing	

Positive Cluster: Acceptance, Engagement, Monitoring, Pacing, Promoting Self-sufficiency

Examination of Table F.4 reveals that these SIB's all ranked high during the same lesson DT2. Examples of these SIB's follow, all taken from the classroom protocol.

Acceptance

> She then asks if they can all read the spelling words that are on the list. The students begin more or less in unison --try, cry, lie, my, and continue through a list of ten. Teacher F says, "Very good," in an approving tone of voice after they have finished the list.

Attending

> The teacher then moves to...Joe's desk, she bends over him and is talking about his allergies, she is saying, "I thought you said your mother gave it to you: don't rub it, don't do (it) anymore. She is trying to find out if he has been given his allergy medicine earlier...

Engagement and Promoting Self Sufficiency

> She then goes back to Tulip's desk and then leaves the room for perhaps a minute and thirty seconds. The noise level is zero and then increases slightly after the teacher has left the room. Some of the children are saying that they have already finished the page. One person says, "I'm starting the other part."

Monitoring

> The teacher then goes over to Al's desk and then Mark's. She leans over his desk and says, "That's not right," returns to her desk and gets a clean sheet of paper and hands it to him.

Pacing

> One of the children asks what number this is, and she answers that it is number 2. She then begins roaming around the room again checking on their work.

The presence of these SIB's together in one lesson, all at their highest degree indicates that despite the "negative" aspect of her class, Teacher F had lessons that proceed without interruption, for the most part, when she is planned and able to accomplish her plans.

It was interesting to note her personal observations about an incident in this lesson. Despite the fact she made an error in her teaching, she was not upset.

> Observer: Then Pam said something to you. Then you checked your book and realized it was 'dry' instead of 'cry.' Pam said, "Oh, see Mrs._____," but you took it really well. You didn't get upset about it.
>
> Teacher: No

And she seemed quite relaxed when talking about a necessary change in her time allotments for different subjects.

> Teacher: But I told you I was going to change my schedule so that we would have penmanship also. I've got to hold them together, it seems to work better that way. I can't get my reading in again, but al long as I meet them all once a day, I quess that will have to be it.

The existance of this clumping of SIB's ranked high speaks towards the structure of this classroom. Teacher F appeared to value controlling the learning of her students by high pacing, and monitoring. She valued "gearing her work" and constantly roamed the classroom checking on student behavior and progress. The analysis showed in this cluster of high rankings that her structure can work. This was more significant by two additional results.

1. Examining Table F.4 showed there were no SIB's rated low on the day this cluster rated high. Teacher F's general SIB level was quite high and the protocol indicates a relatively smooth day for Teacher F.

2. The morning lesson on the same day showed a highest

rating for conviviality with high ratings for cooperation, pacing, and optimism.

Cooperation

> She then says to the four students taking the test, "alright, you all set, do you need any works repeated?" The students say no, they don't.

Conviviality

> The teacher goes over to her, puts her hand on Pam.s shoulder and says, "Come on, sit over here, we'll just do part of it today." She says this in a gentle tone of voice.
>
> If you've finished your worksheets, then you can have fifteen minutes of free tiem. The two girls both smile and look excited, and clap their hands. She then turns to Stanley and says if he finishes his work in his notebook, he too can have some free time.

It was clear conviviality was linked to other SIB's. This helped make her room occasionally "warm and family like." Despite several "angry" encounters with separate children, the morning lesson with its high rankings of conviviality, cooperation, pacing, and optimism, preceeded the lessons during which acceptance, attending, engagement, monitoring, pacing, and promoting self-sufficiency were all ranked high.

Paradoxically, given what has already been mentioned regarding the pairing of attending with a number of highly ranked SIB's, when it stood alone as a highest ranked SIB, acceptance, cooperation, conviviality, and optimism were ranked low. This finding was in direct conflict with the finding stated earlier for DT2.

Negative Cluster: Acceptance, Conviviality, Cooperation, Engagement, Monitoring, Promoting Self-sufficiency, Optimism

For the duration of one lesson (DT3), seven of the nine

SIB's were ranked low. Significantly, four of these seven (acceptance, engagement, monitoring, promoting self-sufficiency) were in a direct relationship. That is, they were grouped together both as high (DT2) and low (DT3) ratings. Several excerpts from the lesson communicated the absence of these behaviors.

> She then moves over to Al's desk. Al is on the floor, it appears he may be looking for something. She holds on to his arm and lifts him off the floor, straightens his desk and then pushes him in his seat. She tells him, "Sit down," sharply.

There was neither acceptance, nor conviviality, nor cooperation, nor engagement, monitoring, promoting self-sufficiency nor optimism in this event.

> The teacher looks up, sees that some children have not put their pencils away and says, "Pencils away right now," sharply. The teacher goes over to Mark and says, "Mark now," not smiling. Mark says, and is pleading, "I have to fix just one." Mark appears to be crying. He closes his book and pushes it into his desk.

Likewise:

> The teacher grabs Bill and shakes his arm and sits him down in his chair, and loudly and crossly says, "Everyone in their seats." The teacher's face begins to redden, she is not smiling and she looks angry. Bill's face also reddens and he looks at the teacher and glares. The teacher then points to Ann and says, "That's absolutely enough," loudly and angrily. The noise level is zero.

Once again, attending was an interesting variable. During the lesson children were reading from their books and answering questions asked by the teacher. While directing this activity, the teacher constantly scanned the room, correcting children's behavior.

> The teacher chooses Tara to read. The teacher looks at Lance who is talking to Kado at Kado's desk. Larry moves

> towards the teacher. As he is moving towards her she points to him and motions him to return to his desk.

All this time Tara was reading. No attention was paid to her as the teacher scans and directs behavior.

Engagement, monitoring, and promoting self-sufficiency were also low with this lesson. Because the children were not engaged, the teacher stood at the front of the room directing what she wished to occur -- little chance for either monitoring or promoting self-sufficiency.

Optimism and conviviality were ranked high in this lesson. This appeared to be confusing data. There were two explanations. Reference to the protocol revealed the following incident.

> The teacher now moves toward the reading table, sees a boy who is not from this room come into the room. She returns to her desk and is still standing up and the boy hands her a paper and she says, "You did this all by yourself?" sounding amazed and pleased.

This was a child she had previously taught returning to her to show her a piece of good work. Her surprise was genuine. This is one incident for the lesson. The existence of even one or two of a given behavior in her classroom could result in a high ranking. The rating of conviviality and optimism as high in this lesson (where attending was low) appeared to be an artifact of just such an occurrence. A child came in, the teacher showed some warmth, and a lesson was rated high in conviviality for an occurrence that was in reality, external to the lesson.

Section Three: Conclusions

1. Relationship of SIB's to General Mood Score, Recalled Mood (Questions 1, 2, 3, 4)

Generally speaking, the relationship of mood to SIB's was remarkably inconsistent. This was attributed in part to the fact that Teacher F doesn't think about her moods very much. If she does, it isn't in very much causality with her teaching relationships.

It is interesting to note that despite the lack of strong evicence relating SIB's to general mood, each DT lesson had a general mood score lower than the R lesson preceeding it. This teacher was remarkably consistent in the fact that she felt worse (less industrious, less affectionate, less refreshed, less gentle, in the afternoon than in the morning.

2. Mood Shifts (Question 5)

Eight of her SIB's were ranked low on days when her general mood score was less than average. Only two SIB's were ranked high on days when her general mood score was greater than average. The one mood shift evidenced by Teacher F was on the day of her lowest mood score. This mood score came after the reading lesson during which the shift occurred. Yet despite the low mood score for this lesson, it was the very lesson in which Teacher F had the positive clustering of SIB's! Perhaps the best clue to explain this was in her own notes of the two lessons. Prior to the reading lesson she notes, "out yesterday, class is testing (me) today--not settling down as they should."

In essence, she was looking forward to a difficult period (and got one). Before the afternoon period she notes, "music teacher had her lesson with the class right after lunch-- I had time to relax right in the room" This was important to her -- time to relax during the day was stated by her as necessary in the May 25th interview. Teacher F may "set up" her difficult times by her attitude about the "negative class" and her expectation of trouble. But, time to relax during the day was not only important to her but worked.

It was true that Teacher F seemed overwhelmed and for a large portion of her time, engaged in a rather continual series of ill-tempered events with her children. It was also true, as these analyses have shown, that Teacher F had her own moments of warmth and sensitivity within her typical structure.

3. Relationship of SIB's to SIB's (Question 6)

One of the most important findings relating SIB's to other SIB's was the clustering of SIB's for two particular lessons. One cluster, a positive cluster, was seen in the second difficult time lesson. The fact that the lesson proceeded smoothly may in fact be related to this clustering of SIB's. Acceptance, attending, engagement, monitoring, pacing, and promoting self-fussiciency were all highly present for Teacher F during this lesson. This is the lesson during which there was a minimum of disciplinary statements from the teacher and during which the various events of the lesson ran most smoothly.

In contrast, the lesson with a high degree of interruption and rancor between children and teacher was the lesson of the negative cluster. Acceptance, conviviality, cooperation, engagement, monitoring, pacing, promoting self-sufficiency and optimism all ranked low for this lesson. When things went badly for this teacher, they really go badly.

Significantly, acceptance, engagement, monitoring, and promoting self-sufficiency were in direct relationship with each other. When one was high, they all were high; when one was low, they all were low. If Teacher F could find a way to keep them a positive force in her classroom, she might be able to run a smoother, less tense classroom.

In addition, Teacher F used attending for the most part to focus on her students misbehavior. For that reason, attending had an indirect relationship to conviviality and optimism. When attending was high, conviviality and optimism were low. When attending was low, conviviality and optimism were high. If Teacher F could attend to more positive behaviors of her students instead of their misbehavior, she might find a direct relationship more to her liking among these three variable.

Epilogue

Teacher F responded to a follow-up questionnaire concerning her participation in the research project on October 17, 1978. She wrote that participation in the project "reinforced my observations of the short attention span and non-listening skills that today's chilcren lack. (This trait) is becoming worse each year. (The project) has helped me keep this in mind and teach accordingly." The interviews "helped me realize the many interactions going on during the observation time and showed me ways I perhaps could have handled a situation differently." The protocols "were a shock! The constant interruptions by pupils while working with a group was an "eye opener! The time consumed in dealing with small incidents that happen constantly is amazing. More recent years this has become a great problem - how much basic teaching does a teacher do? Yes, she deals with a social need (that was, at one time, taught at home - now schools have to do it)."

Through her participation, Teacher F said, "I became more aware of how I reacted with the children and tried for a more positive relationship with them. It has carried on into this school year. It was an interesting experience and one that I was glad to have been involved with."

TEACHER G

INTRODUCTION

Teacher G had been teaching for eighteen years and her classroom reflected the routines she felt were important for children to have. Each of her reading groups observed followed essentially the same pattern. Likewise, her expectations for her children's behavior were consistently applied across the six lessons observed. Teacher G seemed very concerned that her children be able to both accomplish and understand the work that she assigned. During times when she felt rushed or frustrated, this concern (along with her need for children to do as they were told) showed in a manner with the children that was termed angry and sarcastic by the observer. Teacher G realized that there were times when she was rushed and frustrated but felt that her behavior with the children was more directed at their behavior than at themselves individually as children. The observer and the teacher never reached agreement on this point. The observer perceived the teacher to be much angrier than the teacher felt herself to be. The point to be made here is not one of rightness or wrongness of either party -- only that agreement was not reached.

During times when the teacher felt calm and relaxed, her discipline in the classroom seemed less rigid. During these times, she participated in two discussions with the children which were interesting both to the children and to her.

Overall, Teacher G was a teacher who said she enjoyed her teaching. She had very definite expectations for her children and behaved somewhat severely when the children did not meet her expectations. Nevertheless, the children in her classroom went along with her teaching style and participated freely when they were allowed to do so.

Teacher G was aware of her teaching behaviors and from the beginning knew the effect of her mood on her teaching behavior. In her initial questionnaire, she stated, "When I am tired, frustrated, pressured, worried, etc., I am less patient and aware of (the children's) needs." This study, both qualitatively and quantitatively bore this out. When she was frustrated, pressured, and disappointed, her mood was lower, she monitored her students work with a certain lack of sensitivity, and her supportive behaviors were low or absent. When she was calmer and relaxed, she was more accepting, attended to her students more, had a more convivial classroom atmosphere, was optimistic, and encouraged her students self-sufficiency. She was aware of her moods but when she was in a low mood, she did not ease up on her expectations for her children to help her classroom become a more convivial place. It was as if she and her children were affected by her expectations of them. When the children met her expectations and her days were free of interruptions, her classroom reflected a supportive atmosphere. When the children did not live up to her expectations, her behavior was less than supportive.

Section One: The Context

The District

The suburban district was located near one of the state's largest cities. It was characterized by four shopping malls unlike most of the State of Vermont and recent bumper stickers have decried the "malling of Vermont." The district had no defineable business district. Rather, its most predominant feature was strip development along two major thoroughfares that travel East and South through the district. These roads were bordered by quick food restaurants, car dealerships, gas stations, motels, small shops selling ski equipment, gardening needs, swimming pools, and other sporting accessories. Several large condominium complexes have been built in recent years and several more are currently under construction. These reflect the housing needs occasioned by the construction of two large "clean" industrial complexes. The residents of the area were a combination of "oldtimers" who moved from the city in years past and "newcomers" who have moved in recently. A large portion of the newcomers worked at the new factory sites and decided to locate in the district because of the reputation of its schools and the advantages of suburban living. The district had three elementary schools, one middle school, and one high school. 2, 550 students attended these schools and were served by 190 faculty.

The School

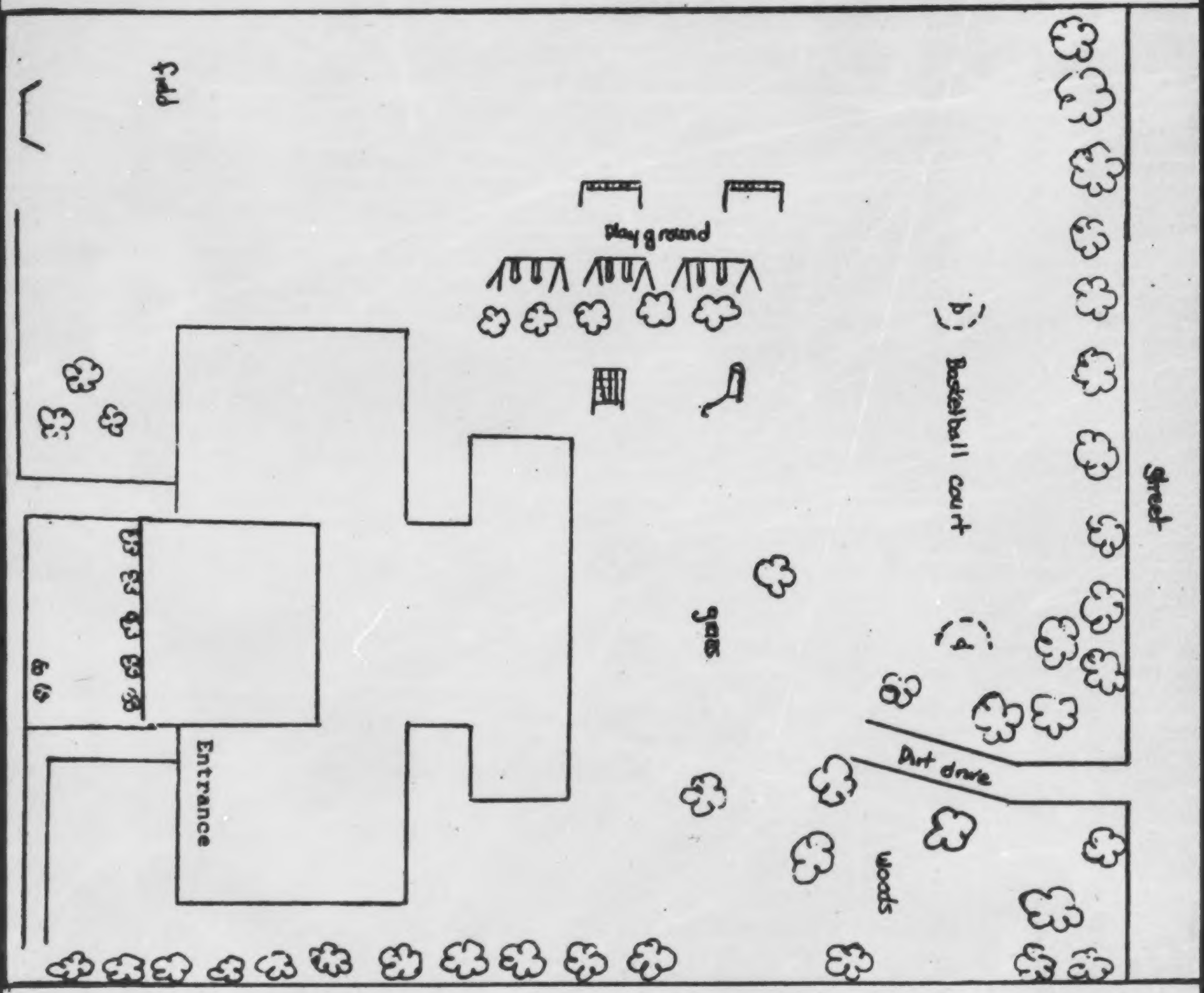
S2 was located on Store Street, in a quiet residential suburban area. There were 226 children in attendance; the faculty numbered twenty.

The school building was one story and made of red brick. The classrooms were spread out into different wings, in the middle of which was a large media center with a lot of books and audio-visual equipment. Figure G.1 diagrams the school setting. The walls of the hallways were painted light yellow at the top and a darker yellow at the bottom. The door to the rooms were pea-green. The combination of colors was institutional although the overall effect was one of brightness. The school building itself sat in a pleasant treed setting. In front of the school was a large parking lot which accomodated faculty and visitors' cars, and school buses for the few children who were bussed. To the left of the school was a large playground used by the children during recess. Behind the school was a small field bordered by evergreens and hardwoods.

Description of Classroom

The walls of Teacher G's classroom were yellow. Because of the large windows on the back wall, the overall effect in this room was one of brightness. On the ceiling were yellow beams going horizontally from left to right. From the yellow beams hung several plants and several construction paper flowers. In one corner of the room a cupboard was covered with brightly colored curtains. Next to the cupboard was the phrase "Be Courteoue," and that was made of construction paper letters. There were several posters below that phrase. One said "Reading Is For All The Things You Are" and had a picture of children playing.

Figure G.1. School setting for Teacher G

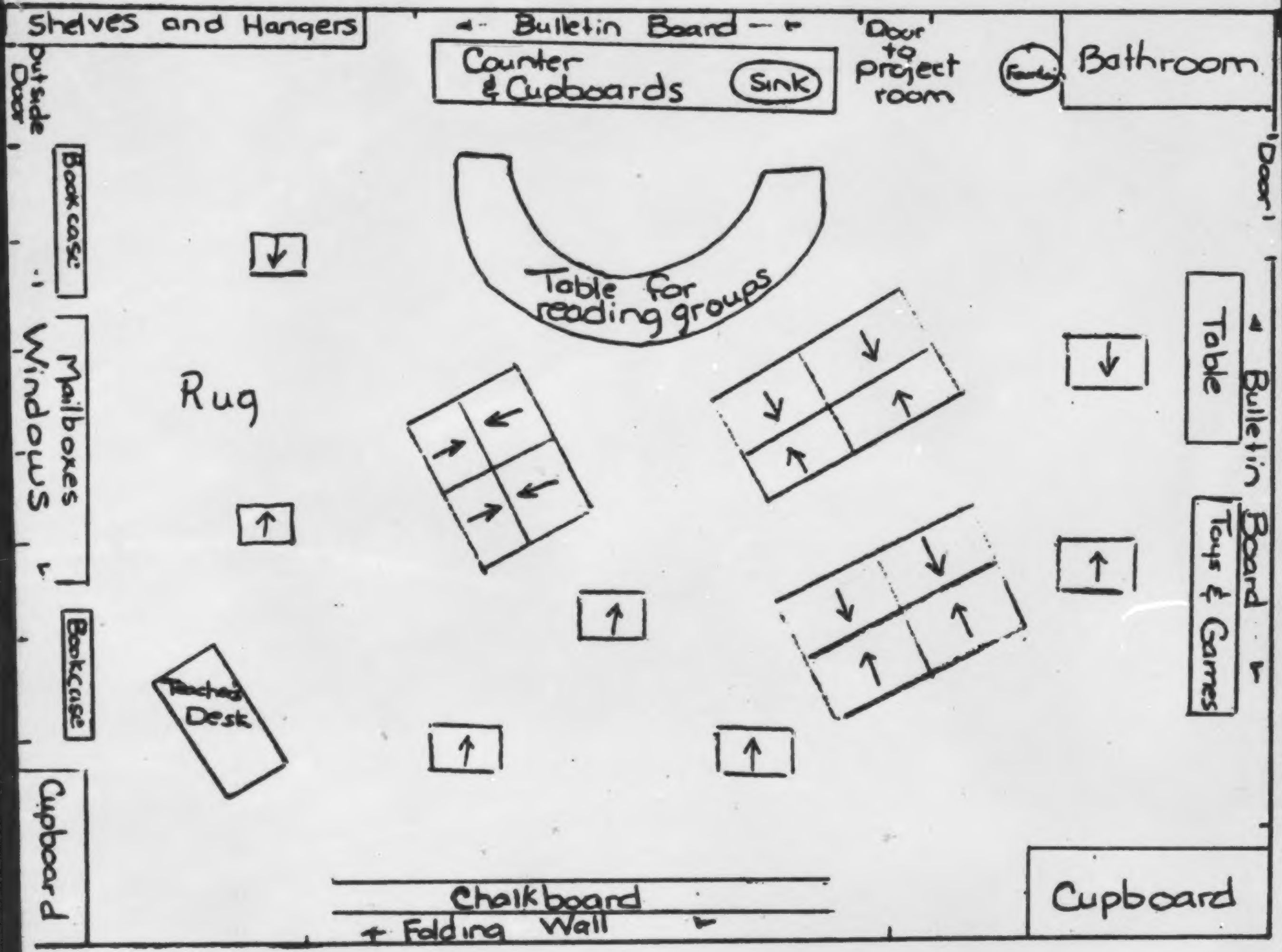


Another poster had "Rules For A Good Listener," and another said, "Help Your Safety Patrol." On the wall of the cupboard was a calendar made of wood with slots for paper numbers for each day. On one wall of the classroom was a blackboard. Above the blackboard was an alphabet in printed letters and in cursive letters. Below each alphabet was a long ruler apparently teacher-made with numbers on that spanned the entire length of the blackboard. On the left hand side of the blackboard were written the assignments for the reading groups. The right-hand side of the blackboard listed names of the children in the class. Figure G.2 diagrams the classroom setting.

A paper clock hung above the blackboard. It said 6:20. Near this blackboard the teacher's desk sat diagonally across one of the corners of the room. On the wall near this desk was the phrase, "Your Best " in construction paper letters. There were windows near the desk spanning the back wall. The windows were about two-thirds of the way down the wall. Below the windows was a small green bookshelf which was empty.

In the next section of the room was a door leading into the yard. And on the door was a poster with a dog on it. There was a coatrack with shelves above it along the wall and coats and sweaters hung there. There was a clock on the rear wall. Somewhat away from the wall was a sink and counter and a bulletin board stretched above the sink. On the bulletin board was a U.S. map and pictures of scenic views across the country. Next to the sink was a door leading into the project room. This was a small room off the main classroom in which children could work

Figure G.2. Classroom setting for Teacher G



on a variety of projects.

In the last section of the room was a water fountain and above it a picture of Pluto saying, "Don't Leave These Around" referring to hand prints. Next to that was a classroom bathroom. On the door of the bathroom was a picture of flowers and next to it a poster that said, "Have you turned the light off?" On the wall was a bulletin board devoted to spring activities. This bulletin board also contained a list of room responsibilities.

The Teacher and Her Relationship to the Study

Teacher G was 59 years old, had earned a Bachelor of Science in Education, and had been teaching for 18 years. During these 18 years she had taught grades 1, 2, and 3, and had experienced the teaching of "all" subjects taught in these grades. She agreed to participate in this study because "I felt there was a need for such a study with the possibility of being able to find solutions and help for the needs (She saw being addressed in the study)." The "needs" she referred to relate directly to her perception of the relationship between her moods and the way she interacted with children.

Opinion Regarding Her Mood and Her Teaching

When asked if she thought there was a relationship between her moods and the way she interacted with students, Teacher G responded in the affirmative. She went on to say, "When I am tired, frustrated, pressured, worried, etc., I am less patient and aware of their needs, because I am more aware of myself and my feelings." The fact that Teacher G was aware of her tiredness and her frustration is a relevant point for this case study. The observer felt that Teacher G was not aware of the extent to which she seemed to be "angry" with her children.

> (From the observer's notes)
>
> Teacher G said that she felt her moods do effect her interactions with the children. However, she seems unable or unwilling to admit her real feelings. She finds it difficult to admit that she becomes angry with the children. She said, "I don't become angry with the children, but with what they do." However, my observations indicate a lot of anger, often directed against specific children.

What occurred is the teacher stating she wanted to participate in the study to "find solutions" to her reactions with the children when she was tired and frustrated. She did not admit anger. The observer stated that the teacher was more angry with specific children in teh classroom than the teacher realized. This tension remained throughout the length of the study. A given behavior was seen by the observer to be "angry" behavior. The teacher described it as behavior that happened when she was "frustrated." Agreement between observer and teacher was not reached concerning their descriptions of the same behavior at any point in the observer-teacher interviews.

Characteristics of the Teaching/Learning Environment

Each reading period observed occurred first thing in Teacher G's morning. Teacher G would call a reading group to sit with her at a table in the room. During her time with the reading group she would hand papers back to the children and comment on the papers she had corrected. The reading group would then move

move into a reading activity which would be oral reading, individually by the children or together in choral style. Then the teacher would introduce a new topic, give the children new words for them to understand the new topic, or they might do together an exercise in the workbook chosen by the teacher. Table G.1. gives a brief sketch of the type of work done in her lessons and the classroom climate during the teaching. Table G.1. does the same for the "most difficult time" during the day.

For Teacher G, the most difficult time during the day occurred just prior to or just following lunch. If the time observed was prior to lunch, the teacher would be moving about the room, monitoring children's work at their desk, would be getting the children ready for lunch, i.e., having the children wash their hands and put their work away, and would be commenting about work that had gone on during the morning. If the difficult time was after lunch, the children would be read a story to quiet them down and get them relaxed for the proper behavior in this classroom. Sometimes during this period the teacher would conduct a show and tell session, have a discussion with the children on some point concerning what the teacher had read or give the children a test on spelling words.

Reactions to pressure

In her reading time, two characteristic response patterns by the teacher can be noted.

(From the reading protocol, May 16, 1978, p. 4)

Then John says, "Oh, okay, so you put A, B, C, next to the

Table G.1. Summary of observations for Teacher G

		DAYS OF OBSERVATION		
		May 16	May 24	May 31
READING LESSON	Instructional Events	1. oral reading with Group 1 at table with teacher. 2. teacher works with easel on certain words. 3. teacher hands out corrected papers. 4. teacher calls Group 2 to the table and begins lesson on suffices and prefixes.	1. oral reading group with teacher at table. 2. discussion of pack-rat and other desert animals. 3. introduces new words to next story. 4. passes out variety of papers.	1. reading group with teacher at table. 2. children go over papers with teacher 3. choral reading with teacher of a story. 4. children complete chart on animals in story.
	Classroom Climate	1. teacher expresses much frustration. a. children haven't followed directions. b. children haven't turned work in. 2. teacher feels rushed.	1. allows some diversions and childrens' comments. 2. shows interest in children's ideas.	1. teacher very frustrated and annoyed with children going over work. 2. teacher relaxes when children read. 3. teacher shows sensitivity with Joe.
DIFFICULT TIME LESSON	Instructional Events	1. children at seats. 2. teacher comments on their work and corrects their papers. 3. children get ready for lunch.	1. gets children ready for gym period following lunch time. 2. reads story with discussion as to "how the farmer feels." 3. dictates sentences.	1. children have returned from lunch 2. teacher hands out papers. 3. girl permitted to show her shell. 4. discussion held on farmer and his attitudes. 5. spelling test. 6. conversation about need for correct spelling.
	Classroom Climate	1. teacher annoyed that children don't work to their capacity. 2. she emphasizes following directions correctly.	1. children freely contribute ideas to discussion. 2. children express their ideas about "liking themselves" like Jason, the character in the story.	1. much emphasis on proper behavior. 2. discussion about farmer is spirited. 3. children laugh during spelling discussion. 4. children appear to enjoy session.

> word?" "No," the teacher says loudly. "You number it." This was said with frustration and anger. Pat begins to interrupt, and the teacher says in a loud voice to Pat, "Would you please be quiet until I talk to John? I can't talk to three people at once." This was said angrily. The teacher says, "What is number 1?" Several children reply correctly. "What is number 2?" Then Pay says, "I know, this is number e." The teacher turns and looks at Pat, "You didn't even mark number 2 yet." This is annoyed and angry. ...The teacher walks over to her desk, gets a book and comes back over to the reading table. She seems rushed. "Okay, quickly," she says to the group. Irene is sitting writing on her paper. The teacher takes the paper away from her abruptly and says, "You know" -- (in a firm, angry voice) "No, if it's not done now, I'm sorry. You had plenty of time." She seemed very impatient with Irene and puts the paper on the other side of the desk.

The second kind of lesson showed less frustration by the teacher.

> From the reading protocol, May 24, 1978, p. 3)
>
> The the teacher walked back over and said, "Now, I want you to read the next story. How many times did you read the story from yesterday?" Joe replied, "Four times." The teacher said, "Four times? Well, if you read the story four times, that is a record for you," she said in a surprising manner. Homer said, in a kidding way, "A million a million times." The teacher began giving out the papers. She said to Joe, "You did not follow the directions." "Some of you did not follow the directions on the paper, did you listen when we talked the other day?" "...Okay, Sandy, can you read what you have for number 2?" Sandy read a sentence. "Good," the teacher replied. "What is another way we can start that sentence?" Joe read what his answer was. The teacher said, "But, Joseph, you left out some words in the sentence. That's why I marked it wrong," she said in a tone with a little annoyance.

In this excerpt, the teacher seemed less rushed and on the verge of humor, particularly with Lennie and his comment about reading a million times. There was a difference in the teacher's critical comments aspect during the times she seemd rushed and the times that she was not rushed. When she was less rushed she was less critical.

Teacher G confirmed in one interview that she did indeed feel rushed and pressured at times.

> (From the interview protocol, May 16, 1978, p. 2.)
>
> Observer: Right, then when you called up the second reading group and said, "I don't know if I'll have time to finish this, did you feel rushed then?
>
> Teacher: Yes, and I was mistaken though, because you see my problem is this, that I have children that go out of the classroom -- Lennie, Marty, and Pat go for special reading help and then Charlie goes to a different teacher. But I had forgotten that this week they were still testing and that they were not going to have to leave the classes, so I was feeling quite pressured, and then as I was out to recess and I had time to think it through, I realized that they wouldn't be going. But this makes a problem because on certain days, I have to make sure that I get them in at a ceratin time, because if I don't, those are going to miss out on what we do in the class, and so it's kind of confusing, you see.
>
> Observer: Were you angry at all?
>
> Teacher: Not really, just upset and frustrated, you know, with them.

The teacher knew when she was frustrated and rushed and pressured in her classroom. And her response to this was that she was not angry at the children but rather "frustrated and upset."

There was one occurrence for Teacher G where she was not rushed or harried at all. This occurred after a lunch hour in which she had some time to relax and be calm. She noted on her mood checklist "had a relaxing lunch period in the teacher's room and no frustrations during recess." When the children came back from lunch they were met by a teacher who seemed to respond to them in a very different way.

> (From the classroom protocol, May 31, 1978, p. 1.)
>
> The teacher then says, "Well, now Kristen wants to show her shell before we have stories." Kristen gets up from her desk and walks over to the coat closet and gets a bag in shich she has a shell. She removes the shell from the

> bag and walks over to quadrant 1 and stands in front of the blackboard saying in a quiet voice, "When looking for shells this weekend, I found this one in the water." The teacher says, "Oh, it's a nice big one." It was a beautiful cream colored shell with orange inside almost in the shape of a conch shell. The teacher said, I think that's the kind you can hear the ocean in. Kristen said, "Yes."

Later in the lesson, the teacher moved into a discussion about a story concerning a farmer. She asked the class, "What kind of person do you think the farmer was?" and solicited all kinds of answers from the children. The children offered many solutions to her question and teh teacher accepted all the childrens answers, often helping them to extend their answer.

There is a difference then with Teacher G in how she responded to her children. This response depended upon her own sense of being rushed and calm. It is interesting to note that the last excerpt mentioned occurred during a time that was supposedly most difficult for Teacher G. The first excerpt, occureed during a reading lesson and showed Teacher G in a highly critical attitude towards her children.

Expectations

Teacher G had very definite expectations for the children in her room. The following excerpts exemplify this.

(From the difficult time protocol, May 16, 1978, pp. 1-4)

> (1) Lennie has moved his desk forward about a foot and a half. The teacher gets up from her desk, goes over to Lennie's desk and moves it back to where it had been previously. Several things fall out on the floor. The teacher looks at Lennie, expressionlessly and says nothing.

> (2) To the children at large she said, "I think that we've had plenty of time for moving around now." This was said without anger and annoyance in a mildly reproving way.

(3) Then everyone was sitting in his or her own seat at his or her own desk and the teacher was sitting correcting papers at her desk. The teacher got up and walked over to Lennie and said in a quiet voice, "Everything off the desk." Lennie put away the book and paper that had been on his desk. He then sat there leaning his elbows against his desk, leaning his chin against his fists.

(4) The teacher began talking to John who was sitting at his desk right in front of the teacher's desk. At this point the teacher was leaning on one elbow which he had poised on the desk. She had her hand in a fist and her fist was in front of her mouth so that it was somewhat difficult to hear her. She said to John, "Do your assigned work." Very sternly with a reproving look on her face she said, "Are you telling me that you have no more work to do?"

(5) "Tim, Lennie is not to be talking to anyone," she said firmly. She then saw that Pat was knealing next to her chair. She came over and said "I moved you back here because I thought you could sit here. Are you telling me now that you can't?" Pat replied, "I don't know." "Oh, you don't know?" the teacher said questioningly with sternness. Pat sat down in her chair. The teacher went back to her own desk.

(6) Then Charlie got up from his chair, walked up to the teacher's desk, said, "Is this wrong?" The teacher replied, (seeming to be annoyed), "There is no reason that it should be wrong just because there are double numbers. You can have double numbers in an answer.

(7) The teacher looked over and sees John not doing any work, and says, "John, are you retired for the day?" John turns around, looks at her questioningly. "Have you finished your work?"

(From the difficult time protocol, May 24, 1978, p. 4.)

(8) Charlie got up, walked over to get some water and on the way back was dawdling. The teacher took his arm, pushed him over to his seat, then gave out the rest of the papers.

(9) Okay, your name should be on your paper," she said in a serious business-like voice. "Isn't that something. It's May, and I have to remind you to put your names on your papers."

These examples give an indication of what Teacher G desired for correct behavior in her room. She wanted children to be quiet when she was talking, or when other children were talking. She expected children to know the meaning of directions that were written on their worksheets or workbooks. She wanted children to be business-like, as in the case of Charlie who was pushed back towards his chair when he wasted some time after a drink of water. She wanted children to be busy at all times, and she expected the children to remember all the rules they had worked on as a class with respect to written work as well as behavior since the beginning of the year. With respect to her rules, the teacher offered the following observation.

> (From the May 31st interview protocol, p. 3.)
>
> Teacher: I began wondering when the rules were going to sink in. I'm sure she looked right at me. She knew exactly but she kept on going. Sometimes you feel like a broken record. ...I guess I got a little frustrated with them because we had been over the rules, you know, that we don't talk and we don't say anything while other people are writing. It seems like that's sort of a losing battle.

In addition, Teacher G gets frustrated when she goes over work with the children and they still don't understand it.

> (From the interview protocol, May 31, 1978, p. 1.)
>
> Observer: How did you feel right before the first observation? I noticed that you had spent the recess helping children with reading papers, and that those involved preferred not to think and wanted someone to do it for them. Were you feeling angry?
>
> Teacher: Well, not really angry, but really frustrated with them, I guess because we have been through this thing over and over and over. I know that I must have been because I didn't even hear you come in. I have been back over that same paper. I've gone through it and explained it when I handed it out to them, and it was Greek to them. I was frustrated because I had been shuffling the papers back and forth all recess with Pat and the other one.

Teacher G, in addition to the rules she imposed on her children imposed the additional rule that when she explained something the children should understand it.

Discussions

Teacher G saw value in having discussions with her children. During two of the difficult time lessons, she moved into discussions with children that focussed on how they related to a characteristic of a character in the story she was reading. In one case the discussion centered around pride, and in the second case the discussion centered around the children's thoughts and descriptions about a farmer. In both of these instances the children were very willing to offer their opinions, and the teacher was very willing to accept their opinions.

> (From the interview protocol, May 24, 1978, p. 2.)
>
> Teacher: Well, I was quite interested with their reasoning on some of them, and really quite amazed that so many of them thought they didn't like themselves, which I think I was thinking at the time that this was a good subject perhaps for us in circle time for us to talk about. I think it's something that should be taken a bit further. I think that I will get them to really get out and see why they feel that they don't like themselves.

So it was clear that Teacher G need discussions to emphasize what children learned in their reading, she found interest in what the children said and tried at times to build into other parts of her day, topics that arose during discussions. She did this, despite or maybe because of, her feeling about some of the childrean's lives.

> (From the interview protocol, May 31, 1978, p. 2.)
>
> Teacher: Well, I think one thing I feel concerned about as I talk with them is that I find that they don't have many

> experiences, a lot of these children. I am sure even the things that Pat says are really not things that have actually happened. In their home life they don't have any extra special things happening in their lives. some of them here, and they don't have much to draw from. You can tell. Somebody says something, and somebody else will say exactly the same thing as the other one says. I feel it's too bad. I feel a lot of it is that parents are busy and children aren't taken places and they just don't have the opportunity to do these things and they don't have a lot of really good experiences to draw from.

One additional burden that Teacher G felt was the time of the year.

> (From the interview protocol, May 24, 1978, p. 1.)
>
> Observer: They were being a little noisy. One child said, "Yes." You were kind of surprised and said, "You are?" How were you feeling during that?
>
> Teacher: I know really what the reason is for all of it. It's the time of year that it is. It gets a little frustrating when you have to keep repeating and repeating and repeating things that they've known since the beginning of the year. I probably was a little frustrated. ...As I said before, I guess I just have to take into consideration the time of year it is. We have to be a little more flexible then we would be probably during other times of the year. We're getting to the end and they're getting tired.

Section Two: Data Analysis

Analysis 1. What were the relationships existing between SIB's and general mood for lessons when the general mood was highest and lowest for the lesson?

Table G.2 gives the general mood ratings for Teacher G.

Table G.2. General Mood Ratings for each lesson taught by Teacher G

	Lesson					
	R1	DT1	R2	DT2	R3	DT3
General Mood Score	2.32	2.23	2.45	2.27	2.23	2.55

Lessons DT1 and R3 were lessons where the mood adjective checklist completed just prior to the beginning of the lesson indicated low general mood scores. Teacher G had particularly telling responses to the section of the mood checklist which asked her to "describe very briefly any recent event which might be strongly influencing your mood."

(From the D.T. mood checklist, May 16, 1978):

> Children very restless and two of them have been particularly uncooperative and not doing their assigned work.

(From the R3 mood checklist, May 31, 1978):

> Spent recess helping children with reading papers. Those involved prefer not to think and want someone to do it for them.

These statements confirmed the causes behind Teacher G's frustration and anger as noted in Section 1, page 119. She expected children to be quiet and attentive, to cooperate with demands, and to think for themselves. When they didn't, she became disappointed and evidently, in a lower mood.

Her highest mood was preceded by this statement:

(From the mood checklist, DT3, May 31, 1978):

> Had a relaxing lunch period in the teacher's room and no frustration during recess.

When she got a chance to relax and had no incidents during recess that bother her, Teacher G was in a better mood. Comparing DT3 with R3, for example, she was less angry, less serious, less tense, less gentle, more carefree, and more calm in the afternoon. In short, she was in a better mood.

Table G.3 compares the SIB's for these three lessons. Accepting and attending were low for each low general mood lesson and high for the high general mood lesson. In addition, for DT1, conviviality, promoting self-sufficiency and optimism were low for this particular lesson of low general mood and were high for the high general mood lesson. For DT1, five SIB's were low and the same five were high for DT3. And DT1 had no SIB's ranked high. R3 had three SIB's ranked high--engagement, pacing, and optimism. This was to be expected because the later parts of R3 had a spirited discussion between teacher and students. Once she handed out her papers (and her comments), Teacher G seemed to feel better, at least as indicated by the lesson protocol.

Table G.3. High and low SIB's for lessons of highest and lowest recalled mood.

	Low General Mood		High General Mood
	DT1	R3	DT3
High SIB's (5,6)		Engagement Pacing Optimism	Accepting Attending Conviviality Cooperation Promoting Self-Sufficiency Optimism
Low SIB's (1,2)	Accepting Attending Conviviality Engagement Monitoring Pacing Promoting Self-Suff. Optimism	Accepting Attending Cooperation	

Analysis 2. What relationships existed between SIB's and general mood scores when SIB's were ranked highest and lowest?

Table G.4 gives the comparison between SIB's and general mood scores for those lessons where SIB's were ranked highest and lowest. It also compares these rankings against the average general mood (2.34) for Teacher G across the six lessons. Sixty-seven percent of the SIB's for Teacher G were ranked highest for lessons when her general mood score was higher than average. Seventy-eight percent of the SIB's for Teacher G were ranked lowest for lessons when her general mood score was less than average. Of all the SIB's, 44 percent varied directly. That is, attending, conviviality, engagement and promoting self-sufficiency were highest for lessons when general mood was

Table G.4. General Mood Scores for lessons where SIB's were ranked highest (6) and lowest (1) for Teacher G

Less than or equal to average general mood score	General Mood	Low Rank	Supportive Instructional Behavior	High Rank	General Mood	Greater than or equal to average general mood score
less than	2.23	R3	ACCEPTING	DT2	2.27	
less than	2.23	DT1	ATTENDING	DT3	2.55	greater than
equal to*	2.32	R1	CONVIVIALITY	DT3	2.55	greater than
less than	2.23	R3	COOPERATION	DT2	2.27	
less than	2.23	DT1	ENGAGEMENT	R2	2.45	greater than
less than	2.23	DT1	PACING	R3	2.23	
	2.55	DT3	MONITORING	R2	2.45	greater than
less than	2.23	DT1	PROMOTING SELF-SUFF.	DT3	2.55	greater than
	2.45	R2	OPTIMISM	DT3	2.55	greater than

---

* Rounded to nearest tenth

greater than average and lowest for lessons when general mood was less than average.

Analysis 3. What were the relationships existing between SIB's and recalled mood for lessons when recalled mood was highest and lowest for the teacher.

R3 was the lesson of lowest recalled mood and DT3 was the lesson of highest recalled mood. It is significant that R3 was also a lesson of lowest general mood score and DT3 was the lesson of highest general mood score. Teacher G was absolutely consistent with recalled and general mood scores.

However, it was possible that R3 could have been chosen as the lowest general mood since it was the most recent "poor lesson" to the time when Teacher G was asked to recall her lesson of lowest mood. She did express some ambivalence in her choice.

(From the interview protocol, May 31, 1978, pp. 3&4):

Teacher: I guess this morning wasn't really a very good one, so it might have been. It's hard for me to even think back about how I was feeling at different times without really going back over it.

Observer: You think this morning has been one of the worst?

Teacher: It probably was.

Given this information, Table G.5 shows the comparison of SIB's for the two lessons.

DT3 was noteworthy in that it had six SIB's ranked high and no SIB's ranked low. Of these six, three were ranked low for R3, the lesson of lowest recalled mood. (R3 only had three SIB's ranked low.) Of the three SIB's ranked high for R3, only promoting self-sufficiency was also ranked high for DT3.

Table G.5. SIB rankings for lessons of highest and lowest recalled mood.

	Lesson of Lowest Recalled Mood (R3)	Lesson of Highest Recalled Mood (DT3)
SIB's Ranked High (5,6)	Engagement Pacing Promoting Self-Sufficiency	Acceptance Attending Conviviality Cooperation Promoting Self-Sufficiency Optimism
SIB's Ranked Low (1,2)	Acceptance Attending Cooperation	

Analysis 4. What were the relationships existing between SIB's and recalled mood for lessons where SIB's were ranked highest and lowest?

Table G.6 gives the high and low occurrences of SIB's for lessons when recalled mood was highest and lowest. Teacher G had four SIB's ranked highest for her lesson of highest recalled mood. One SIB was ranked lowest for this lesson. These data were consistent with the type of lesson DT3 was and the relaxed mood of the teacher during this lesson. Only one SIB was ranked highest during her lesson of lowest recalled mood. Two SIB's were ranked lowest during her lesson of lowest recalled mood. This analysis was consistent with the observations of this lesson. Because of her disappointment with her students' work, it was expected acceptance and pacing might be low for this lesson.

Table G.6. Occurrence of highest and lowest SIB's for the lessons of highest and lowest recalled mood.

	SIB's Ranked Highest	SIB's Ranked Lowest
Highest Recalled Mood Lesson (DT3)	Attending Conviviality Promoting Self-Sufficiency Optimism	Monitoring
Lowest Recalled Mood Lesson (R3)	Pacing	Accepting Cooperation

Analysis 5. Did mood shifts occur for Teacher G? If so, what patterns of SIB's occurred before, during and after the mood shift?

Mood shift in this study was identified by the presence of at least one of the following criteria:

1. The teacher recalls in the interview protocol that a mood shift did occur.
2. A series of teaching events related to specific children or a specific child changed dramatically such that children, not previously involved in the events, reap the consequences of the events.

During the course of six observations, Teacher G experienced no mood shifts. Teacher G did not identify any shifts in her interviews. Furthermore, because her comments were always directed at specific children, the children as a larger group did not receive any consequent behavior change from Teacher G.

Analysis 6. What were the relationships among supportive instructional behaviors during the six lessons taught by Teacher G?

Each SIB was force ranked 1 (lowest) to 6 (highest) in terms of its presence for each lesson taught by Teacher G. Table G.7 gives the results of this ranking.

Table G.7. Rankings of SIB's for each lesson taught by Teacher G

Supportive Instructional Behavior	May 16, 1978		May 24, 1978		May 31, 1978	
	R1	DT1	R2	DT2	R3	DT3
1. Acceptance	4	2	3	6	1	5
2. Attending	4	1	3	5	2	6
3. Conviviality	1	2	3	5	4	6
4. Cooperation	2	3	4	6	1	5
5. Engagement	2	1	6	3	5	4
6. Monitoring	5	2	6	3	4	1
7. Pacing	2	1	4	5	6	3
8. Promoting Self-Suff.	3	1	2	4	5	6
9. Optimism	4	2	1	5	3	6

The interrelationships among SIB's for Teacher G is given in Table G.8. This table derives from Table G.7. When a given SIB (acceptance) was rated highest (6, DT2), other SIB's ranked high (5,6) and low (1,2) were also noted. When a given SIB (acceptance) was rated lowest (1, R3), other SIB's ranked low (1,2) and high (5,6) were also noted.

Table G.8

Comparison of Supportive Instructional Behaviors when a given SIB was ranked highest (6) and lowest (1)

SIB's ranked high when given SIB was ranked lowest	SIB's ranked low when given SIB was ranked lowest	Lessons Given SIB was ranked lowest	Supportive Instructional Behavior	Lessons Given SIB was ranked highest	SIB's ranked high when given SIB was ranked highest	SIB's ranked low when given SIB was ranked highest
ngagement pacing promoting self-sufficiency	attending cooperation	R3 5/31	ACCEPTANCE	DT2 5/24	attending cooperation conviviality pacing optimism	
	accepting conviviality engagement monitoring pacing promoting self-sufficiency optimism	DT1 5/16	ATTENDING	DT3 5/31	accepting conviviality cooperation promoting self-sufficiency optimism	monitoring
monitoring		R1 5/16	CONVIVIALITY	DT3 5/31	acceptance attending cooperation promoting self-sufficiency optimism	monitoring
	acceptance attending conviviality monitoring pacing promoting self-sufficiency optimism	DT1 5/16	ENGAGEMENT	R2 5/24	monitoring	
acceptance attending conviviality cooperation promoting self-sufficiency optimism		DT3 5/31	MONITORING	R2 5/24	engagement	promoting self-sufficiency optimism
	acceptance attending conviviality engagement monitoring promoting self-sufficiency optimism	DT1 5/16	PACING	R3 5/31	engagement promoting self-sufficiency	acceptance attending cooperation

Table G.8 (Continued)

Comparison of Supportive Instructional Behaviors when a given SIB was ranked highest (6) and lowest (1)

SIB's ranked high when given SIB was ranked lowest	SIB's ranked low when given SIB was ranked lowest	Lessons Given SIB was ranked lowest	Supportive Instructional Behavior	Lessons Given SIB was ranked highest	SIB's ranked high when given SIB was ranked highest	SIB's ranked low when given SIB was ranked highest
	accepting attending conviviality engagement monitoring pacing optimism	DT1 5/16	PROMOTING SELF-SUFFICIENCY	DT3 5/31	acceptance attending conviviality cooperation pacing optimism	monitoring
engagement monitoring	promoting self-sufficiency	R2 5/24	OPTIMISM	DT3 5/31	acceptance attending conviviality cooperation promoting self-sufficiency pacing	monitoring

Tables G.9, G.10, and G.11 related the high and low ratings of SIB's to each of the lessons taught. Observation of these tables show that when Teacher G was able to allow some discussion in her classroom (DT2, DT3) accepting, attending, conviviality, cooperation, and pacing were present to a high degree. When she was annoyed and/or frustrated to a high degree (R1, DT1) conviviality, cooperation, engagement, and pacing were very low. Indeed for DT1, eight of the nine SIB's were ranked low.

The variation in SIB's can be seen in Table G.8. For Teacher Teacher G, several relationships are important to note. Acceptance, attending, conviviality, promoting self-sufficiency, and optimism had large clusters of SIB's ranked high when each was ranked highest. Attending, engagement, pacing, and promoting self-sufficiency had large clusters of SIB's ranked low when each was ranked lowest. This meant that Teacher G was either very supportive in terms of SIB or not supportive at all in terms of SIB's.

Engagement and monitoring were high concidentally for the same lesson, R2. This lesson was typified by the teacher's reinforcing of some children's work, children who had done a research report. Also during this lesson, she reviewed children's work papers very carefully. Engagement of her children was not achieved through cooperation necessarily. They had to be engaged. Times of high engagement were not supportive in terms of other SIB's.

Engagement and monitoring showed different effects with other SIB's when they were ranked lowest. When engagement was lowest,

Table G.9

Lessons observed during first observation with SIBs ranked high (5, 6) and low (1, 2) for each lesson

	Instructional Events	Characteristic Events and Behaviors	SIB's Ranked High	SIB's Ranked Low
Reading Lesson (R1)	1. oral reading with Group 1 at table with teacher 2. teacher works with easel on certain words 3. teacher hands out corrected papers. 4. teacher calls Group 2 to table and begins lesson on suffices and prefixes.	1. teacher expresses much frustration and anger. a. children haven't followed directions b. children haven't turned work in. 2. teacher feels rushed.	monitoring	conviviality cooperation engagement pacing
Difficult Time Lesson (DT1)	1. children at seats 2. teacher comments on their work and corrects their papers. 3. children get ready for lunch.	1. teacher annoyed that children don't work to their capacity. 2. she emphasizes following directions correctly.		attending accepting conviviality engagement monitoring pacing promoting self-sufficiency optimism

Table G.10

Lessons observed during second observation with SIBs ranked high (5, 6) and low (1, 2) for each lesson

	Instructional Events	Classroom Climate	SIB's Ranked High	SIB's Ranked Low
Reading Lesson (R2)	1. oral reading group with teacher at table. 2. discussion of pack-rat and other desert animals. 3. introduces new words to new story. 4. passes out variety of papers.	1. allows some diversions and children's comments. 2. shows interest in children's ideas.	engagement monitoring	promoting self-sufficiency optimism
Difficult Time Lesson (DT2)	1. gets children ready for gym period following lunch time. 2. reads story with discussion as to "how the farmer feels." 3. dictates sentences.	1. children freely contribute ideas to discussion. 2. children express their ideas about "liking themselves" like Jason, the character in the story.	accepting attending conviviality cooperation pacing optimism	

Table G.11

Lessons observed during third observation with SIBs ranked high (5, 6) and low (1, 2) for each lesson

	Instructional Events	Classroom Climate	SIB's Ranked High	SIB's Ranked Low
Reading Lesson (R1)	1. reading group with teacher at table. 2. children go over papers with teacher. 3. choral reading with teacher of a story. 4. children complete chart on animals in story.	1. teacher very frustrated and annoyed with children going over work. 2. teacher relaxes when children read. 3. teacher shows sensitivity with Joe.	engagement pacing promoting self-sufficiency	accepting attending cooperation
Difficult Time Lesson (DT3)	1. children have returned from lunch. 2. teacher hands out papers. 3. girl permitted to show her shell. 4. discussion held on farmer and his attitudes. 5. spelling test 6. conversation about need for correct spelling.	1. much emphasis on proper behavior. 2. discussion about farmer is spirited. 3. children laugh during spelling discussion. 4. children appear to enjoy session	accepting attending conviviality cooperation promoting self-sufficiency optimism	monitoring

seven other SIB's (including monitoring) were also low. When monitoring was lowest, six other SIB's were ranked high. For Teacher G, the absence of engagement also meant the absence of acceptance, attending, conviviality, monitoring, pacing, promoting self-sufficiency, and optimism. But, the absence of monitoring meant the presence of acceptance, attending, conviviality, co-operation, promoting self-sufficiency, and optimism.

(From the reading protocol, May 16, 1978, p. 1):

> Cara is reading aloud. "That's a new sentence. Remember?" the teacher says. Cara continues reading. "Mr. Brown was watching out." "No," interrupts the teacher. "It says, 'watch out' not 'watching out.' (low acceptance) Now Cara begins to read again. The teacher interrupts and says, "How do you think Mr. Brown said that?" (low pacing) ...There is a trace of annoyance and frustration in her voice. (low conviviality)

This excerpt from R1 was typical of this lesson of low engagement. The next passage is one of low monitoring and shows the difference in classroom tone implied by the analysis of engagement and monitoring when they were ranked lowest.

(From the difficult time protocol, May 31, 1978, p. 3):

> "Okay, is there anything else?" (attending) One child raised her hand and said, "Helpful." "Yes," the teacher said, seemingly very impressed by these answers. (co-operation) Charlie raised his hand and said, "Well, he put this stuff on the goat's leg." "Yes," the teacher nodded. Rene raised her hand and said, "He kept caring for the goat." The teacher said, "Yes, he was a very caring person." (promoting self-sufficiency) Kristen raised her hand and said, "He was gentle." She said, "Yes, very good." (acceptance; optimism)

In order to examine the mutual variation among SIB's, direct and indirect relationships were determined.

Direct relationship: A given SIB is said to be in direct relationship with another SIB if the other SIB is high when the given SIB is highest, and low when the given SIB is lowest.

Indirect relationship: A given SIB is said to be in an indirect relationship with another SIB if the other SIB is low when the given SIB is highest and high when the given SIB is lowest.

Table G.12 gives the direct and indirect relationship for Teacher G. The number of these relationships indicates the regularity and pattern of SIB's for Teacher G. The greater the number of these relationships, the more patterned is the use of SIB's by the teacher.

Table G.12. Direct and Indirect relationships for each SIB with all other SIB's for Teacher G

Supportive Instructional Behavior	SIB's in Direct Relationship	SIB's in Indirect Relationship
1. Acceptance	Attending Cooperation	
2. Attending	Accepting Conviviality Promoting Self-Suff.	
3. Conviviality		Monitoring
4. Engagement		
5. Monitoring		Promoting Self-Suff. Optimism
6. Promoting Self-Sufficiency	Acceptance Attending Conviviality Pacing Optimism	
7. Cooperation	Accepting Attending	
8. Pacing	Engagement Promoting Self-Suff.	
9. Optimism	Promoting Self-Suff.	Monitoring

Teacher G had a number of strongly patterned direct relationships. Strongest was the SIB promoting self-sufficiency. When the SIB is ranked highest, acceptance, attending, conviviality, pacing, and optimism were also ranked high. When it was ranked lowest, the same SIB's were ranked low. Attending was almost as strong in that acceptance, conviviality, promoting self-sufficiency and optimism were in direct relationship with acceptance.

Engagement, monitoring, and conviviality, were of notable interest. No SIB's were in direct relationship to them. No other SIB varied directly with them when they were ranked highest and lowest. However, conviviality and monitoring and indirect relationships with monitoring and promoting self-sufficiency respectively. When the classroom was convivial, monitoring was low. When the classroom was not convivial, monitoring was high. When there was high monitoring in the room, Teacher G did not promote her children's self-sufficiency. When there was low monitoring in the room her children were highly self-sufficient. Engagement stood alone. No SIB's varied consistently with it either in a direct sense, or an indirect sense.

In addition, when optimism was high, monitoring was low and when monitoring was low, optimism was high.

Section Three: Conclusions

1. Relationship of general mood to SIBs when general mood was high and low.

A high general mood score for Teacher G showed a high degree (67%) of SIBs present. A low general mood score showed in one case a high degree of SIBs absent (89%) for one low general mood lesson. For the second low general mood lesson, the number of SIBs absent decreases to 33%. In the latter case, the SIBs were lessened due to the occurrence of a classroom discussion that interested and involved the children (engagement, pacing, and optimism was high). Generally speaking, times of high general mood for Teacher G were also times of high supportive instructional behavior and times of low general mood were times of low supportive instructional behavior.

2. Relationships between SIBs and general mood when SIBs were ranked highest and lowest.

More than half (67%) of the SIBs were ranked highest when Teacher G's general mood was higher than average. The same was true for SIBs ranked lowest when her general mood was lower than average (78%). Therefore, for lessons when she felt better, her SIBs were present to a strong degree. For days when she felt worse, her SIBs were absent to a strong degree. Teacher G showed a relationship between her general mood and the presence of SIBs in her teaching and in her classroom

3. Relationship of recalled mood to SIBs when recalled mood was high and low.

Since the lesson of high recalled mood was the high general mood lesson, the findings for this conclusion were similar to those reported in 2. Times of high recalled mood were times of high presence for supportive instructional behaviors (67%).

The low recalled mood lesson saw a lack of acceptance, attending, and cooperation, and the presence of engagement, pacing, and promoting self-sufficiency. The SIBs present reflected a shift in the lesson from the correcting of children's papers to an animated discussion.

4. What relationships existed between SIBs and recalled mood when SIBs were highest and lowest?

Even in her recalled mood, Teacher G showed a relationship to SIBs. When she recalled her lessons of best mood, four SIBs (attending, acceptance, promoting self-sufficiency, and optimism) were ranked highest. Monitoring, an SIB used punitively by her, was ranked lowest. For her lowest recalled mood lesson, pacing was ranked high, and significantly, acceptance and cooperation were ranked low.

The relationship of mood data, whether general mood data or recalled mood data, for Teacher G is remarkably consistent.

5. Presence of mood shifts

Teacher G had no mood shifts. Her interview protocols reflected much fluctuation in mood. That is, she would respond at one time that she would be "disappointed" and soon after "frustrated" but she never related that she had experienced a dramatic shift in mood. The observer thought that Teacher G spent a large portion of her time feeling angry at her children.

This negativity would abate during times of discussion and/or relaxation. But the abatement was a subtle fluctuation and the evidence did not warrant it being called a mood shift. The fact that there was a discrepancy between the observer and teacher's perception of the same event had a bearing on this finding. Because the teacher never saw herself as angry at her children, the case for a mood shift could not be made.

It was clear, however, from reading excerpts from different protocols, that Teacher G was in different moods for different lessons. The relaxed lunch period on day 3 caused a mood shift from R3 to DT3. However, this was not part of the observation and was not recorded. It was noted on the mood checklist. Therefore, it can be inferred that Teacher G did experience mood shifts but not as part of the observed lessons. Thus, in terms of this study and its focus on particular lessons, no mood shifts were observed.

6. Relationships of SIBs to SIBs

Several strong patterns typified Teacher G's style. When she was calm and relaxed, a direct relationship was noted among six SIBs: promoting self-sufficiency, acceptance, attending, conviviality, pacing, and optimism. These SIBs were either present together or absent together. In the former case, they were present in lessons where the teacher encouraged and accepted discussions from her children. In the latter case, they were absent when the teacher felt disappointed in her students and told them of their misdeeds and deficiencies.

No SIBs were related directly or indirectly to the students' engagement. This was an unusual finding and was related probably to the teacher's critical direct statements to her students during these times.

This critical nature also caused monitoring to have only indirect effects on promoting self-sufficiency and optimism. When she monitored, she was also critical. Therefore, for the six observations, when monitoring was high, promotion self-sufficiency and optimism were low, and vice-versa.

For this teacher, cooperation was directly related to accepting and attending. These SIBs either all ranked high together or all ranked low together.

And finally, conviviality was indirectly related to monitoring. When there was high conviviality in her room, Teacher G was not monitoring her students. When there was low conviviality, she monitored highly. For Teacher G, monitoring was a punitive behavior.

TEACHER H

INTRODUCTION

Teacher H worked with a group of children that she has had for two years. They stayed with her in her change of assignments from first grade to second grade. Her classroom functioned smoothly and she was able to keep multiple activities going with a minimum of interruption. The teacher clearly enjoyed her work. Her enthusiasm for her work was evident in how her children related to her and to each other. She had goals about what was important for kids to learn in school, academically and socially, and the skills and ability to realize those goals. Teacher H knew the kind of classroom environment she wanted to have and issues of self-image and self-responsibility rated high in her goals. She clearly enjoyed teaching, had fun doing it (even when sick), and communicated her pleasure to her students by her attending, acceptance, monitoring, and convivial nature. Cooperation and engagement were key supportive behaviors for her. She knew when her mood was going to be counter-productive to the kind of classroom she desired and behaved in such a way as to keep her mood positive so she could be positive in her dealings with children.

Section One: The Context

The District

The rural district was located forty miles distant from the nearest urban center. Situated amidst low rolling hills typical of Northwestern Vermont, it appears to the traveler as that part of Vermont that comes to mind when people say "Vermont is a state of mind." Travelers on the main roads would not see the rural poverty evident in the district. The traveller of dirt roads would. The schools in the district served a population scattered throughout the district in small villages. The people of the area worked either in nearby villages, or were involved in some aspect of the dairy cattle and farming industries. A small portion of the population traveled to the larger cities for employment. 690 children attended three elementary schools spread across the length of the district and were taught by thirty-two faculty. Two of these schools had teaching principals and each school had its own school board, the latter being a characteristic of all small rural elementary schools in the state.

The School

School R1 was located in a small, rural Vermont town on a two-block one-way street perpendicular to the main business district. The school had three hundred children. It was a one-story building shaped in an L. The long part of the L faced the road and contained the front door to the school. On the left-hand side extending backwards was the small part of the L. In front of the school was the parking lot, to the left was green lawn and to the right was a public swimming pool, fenced in and unopened during the school year. The neighborhood consisted of a series of short streets with low to middle income housing located along those streets. All the houses were located across the street from the school. Directly behind the school was a paved playground. Behind that stretched green grass and fields. In the distance about one-half mile distant was the high school. Figure H.1 diagrams the setting of the school building.

Inside the front door to the right were school offices, two small rooms off a larger central room. The small rooms were office of the principal and the school nurses. In the center room was the school secretary. Down the hall from the offices was a small entrance way to the right which opened into the school gym which doubled as the cafeteria. During inclement weather the length of this front hall was used for play activities after lunch. The noise generated by these activities was disruptive for classrooms located off that hallway, some of which functioned during play time. The classroom of Teacher H was situated off this hallway. The back of this classroom faced the playground to the rear of the building.

Description of Classroom

Teacher H's room was located on the right side of the front hallway. Its windows covering almost the entire side

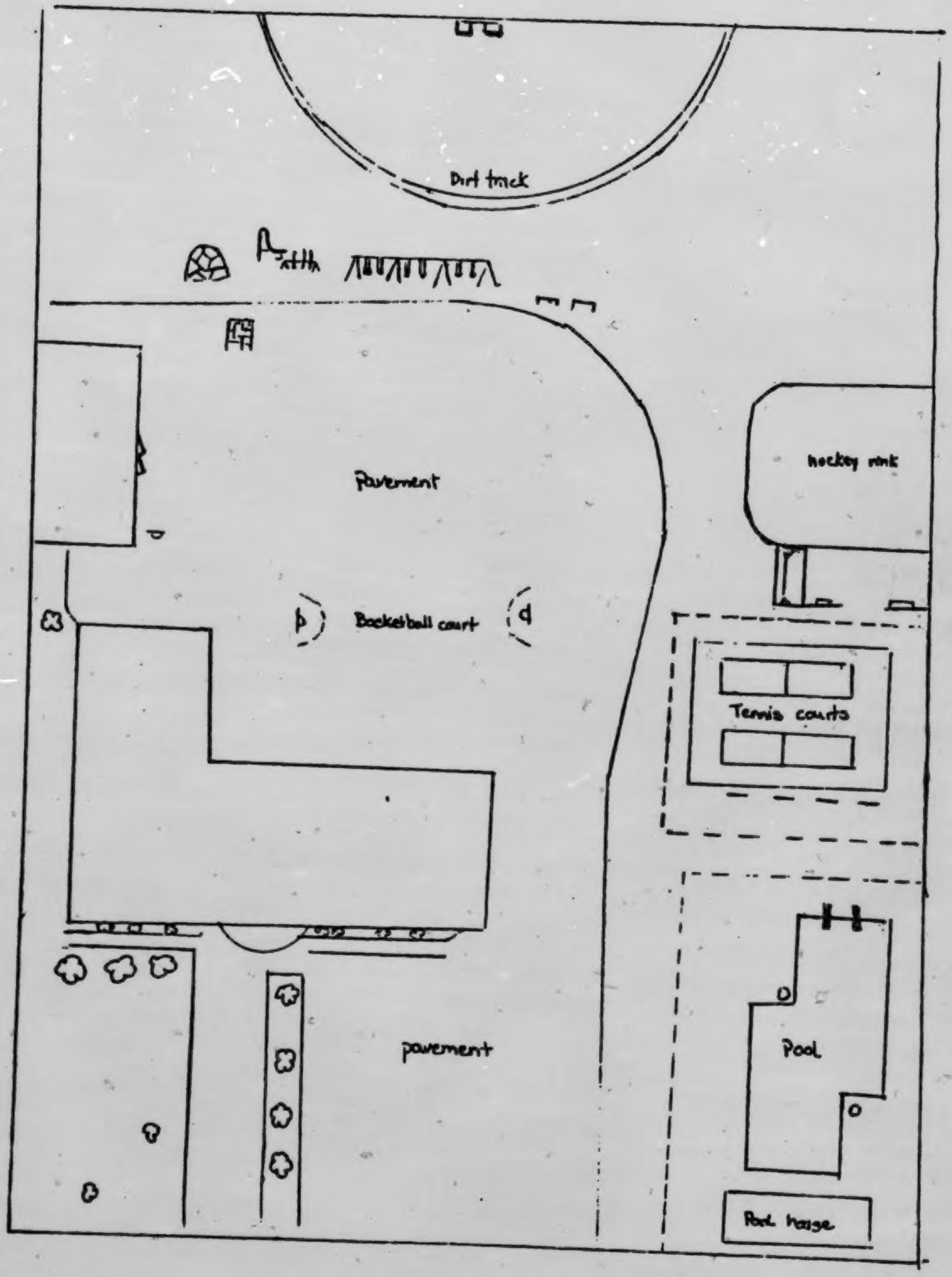


Figure H.1

School setting for Teacher H

wall, face the playground and fields. The most unusual aspect of this room is in the back corner. Next to the windows is a door leading to the garage. The garage is a storage place for materials as well as a work place for the custodian. It contains a woodworking area and provides extra noise for Teacher H's classroom. Throughout the day many people move through the room to use the garage: cafeteria workers, the custodian, and the principal being some of these workers. Teacher H felt it was an inconvenience, but for the most part she was used to the traffic, despite the fact that during one observation, no less then ten people moved through the room.

The room itself was busy yet orderly. There was a lot of color and corners full of eyecatching ideas. For example, over the sink, located directly across from the garage door on the other side of the room, was a mobile of shells and containers of shells and rocks for the children to examine. A written description of the shells was posted on the wall. There was a large rug in the rear of the room which provided an open space. The desks were merged in small groups facing the teacher's desk, located in the front corner next to the hallway door. One single desk faced the windows. There were a number of bookcases in the room, all of which were crowded, neat, and organized. Teacher H used many of her own ideas and self made materials. Figure H.2 diagrams Teacher H's classroom.

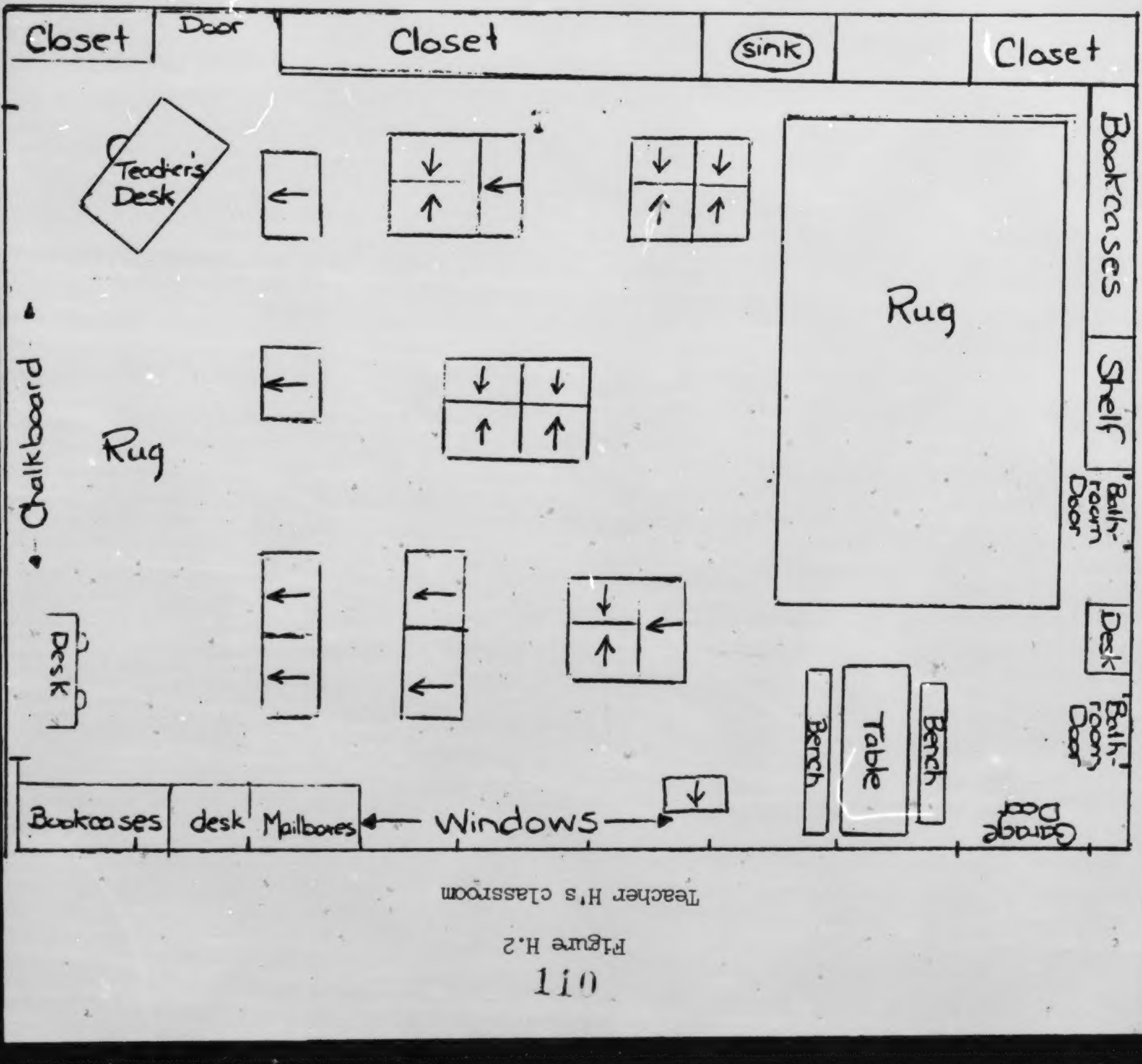


Figure H.2

Teacher H's classroom

Teacher and Relationship to Study

Teacher H had taught for ten years and had an M.Ed. Prior to this year, she had taught first grade. She moved with her first grade class into a second grade position this year. Different subjects she had taught have been "reading, mathematics, creative writing, penmanship, spelling, listening, and science." She has twenty-one children in her second grade, fourteen boys and seven girls. She volunteered to be in the study because she saw herself as a rather moody person and "it sounded interesting." Teacher H "definitely" believed a relationship existed between her moods and the way she interacted with her students. Her words are to the point. She expressed an opinion regarding her moods that was quite informed.

> (From initial questionnaire and final interview protocol, May 26, 1978, pp. 1,2.)
>
> When I'm in a terrible mood, I'm very short of patience... I think I'm a very time oriented person. I think in the mornings I'm more relaxed, more refreshed on the whole. And in the afternoons, I tend to peter out, especially in in the warm weather and also twoards the end of the week. Friday is much more difficult than Monday. There are really definite times in the year, too, because of pre-Christmas spirit hits early and the kids are so excited... and then after Christmas, January, February, March that's a difficult time toward the end of winter. I bet the suicide rate is very high.
>
> And as far as the effect on the kids goes, I lose patience very, very quickly when I'm tired or when I'm sick. And there are lots of times when I might snap pretty quickly without finding out what the problem was or I would tend to have a lot less patience when someone's got a problem with the workbook, an academic problem... Some kids grate me a lot faster if I'm tired or preoccupied

> with a personnel problem...I think they feel badly when they get picked on. Sometimes you really feel as though they've got it coming. But, I find that it doesn't accomplish anything. If I start yelling or if I lose my patience with somebody, it gets it out of my system but it really doesn't accomplish very much as far as they're concerned.
>
> (When I'm in a good mood) it works the opposite way. They're much more cooperative, they're much more sensitive to my feelings. We really develop a nice feeling. You go home at the end of the day and you know its been a good one. I can't describe it, but its very satisfied, fulfilled, a pleasant rapport that goes on. Yes, I do think there's a big correlation between how I feel and how they feel.

Given this point of view, Teacher H nevertheless did not attempt to be happy when she's not feeling happy.

(From the interview protocol, May 26, 1978, p.3).

> I'm not somebody who, (well) there's no point to my faking it with the kids. (If) I feel lousy, I'm apt to say, "Hey, I'm in a rotten mood today. And you know what that means, if you want to make it easier for yourselves, make it easy for me."

In the final interview Teacher H relates her thoughts about being in the research project.

> I still think this must be very difficult, a fascinating thing do think about but really tough to do research on. I was tickled with the idea of the whole thing. I'm very interested to see the observations and the results that you do come up with. (page 5)

Classroom Setting

This was Teacher H's first year teaching second grade Last year she taught first grade and in switching to second she had the same class of children. She admitted being somewhat anxious changing grades, but having the same class was an easier transition. The kids know her well. She was sensitive to them as individuals, knew their needs and responded to them verbally and nonverbally. The atmosphere in the room was relaxed. The observer reported:

> Teacher H never raised her voice in the time I spent in her room and she made transitions from one activity to the next smoothly, and with few words. The kids seemed to be very much in tune with her style and respond to her directions quickly.

She was aware of each child's home situation and was able in discipline situations to focus on a child privately without disrupting the attentions of the entire class or bringing public focus onto that child. She was concerend and obviously cared about each child's welfare. She made those feelings known in her behavior with the child and children as a group.

In this study, Teacher H's reading period took place first thing in the morning following housekeeping chores and the pledge of allegience. She would meet reading groups at the work table in the rear of the room near the windows. Other children not involved in the groups would follow instructions written on the chalkboard near her desk. With several exceptions, the children worked at their desks, grouped together in blocks of four. This pattern encouraged cooperation among the children as they took responsibility to work on their won with each other. These were dispositions Teacher H wished to foster.

(from the interview protocol, May 15, 1978, p. 5)

> O. They seemed to take a lot of responsibility. You know they know all their rules and they know there's a certain period of the day at the very beginning when they

> just come and sit down. They all have their books and papers.
>
> T. That's one of the things I care alot about, how the kids feel about themselves and whether or not there's a clear responsibility. I'm glad that somebody picked up on that. That's a nice thing.

The "most difficult time" for her was later in the day when she taught math. She chose this time because she was more fatigued and did not feel particularly strong in her own mathematics beckground. The organization of this period of time was basically the same. She would involve children in small groups with her while the rest of the children worked independently and cooperatively at their desks. Both reading and mathematics time periods were characterized by this combination of seat work and group work and a noise level that was typified by the murmur of children working together.

Teachers coping strategies

Enthusiasm, attending, modeling.

Teacher H blended intensly an ability to attend to the children with whom she worked, with a sparkling enthusiasm for their successful endeavors. When she wished to get a particular point across, she often modeled what she wanted the children to do. Her enthusiasm was evident throughout the observation period despite the fact that Teacher H had a rather severe chest cold, was hoarse, loosing her voice, not feeling well.

(from the reading protocol, May 15, 1978, p. 3)

> The teacher is now leaning over her book with a pencil

> and changing names in the book and looking over at Dick's book to see what names are the same and what words are different. She looks at a word in the book and says, "How do you divide this word?" Dick calls out, "Lo, bo." The teacher looks up, looks at Dick and says, "Very good. Good for you. Very good." She says it very enthusiastically with a smile on her face and is looking at the boy the whole time. Her eyes are wide open.
>
> After Greg reads, the teacher says, "Would you turn to the Little Billy Goad page? Let's start in the middle..." and begins to read from the page. She is again reading with a lot of expression and (is) leaning over. The noise level is zero (silence) and all the students are looking at her.

This characteristic of Teacher H's had the effect of keeping the children on task in the way she wished. She was arare of its effect.

(from the interview protocol, May 22, 1978, p. 2)

> T. Maybe it's just that the vocabulary isn't familiar to them. They don't have the fluency to be able to concentrate on the expression, but I figure that if they hear me do it, and then they do it, that breaks the ice a little.

Hand gestures and classroom cues:

Because she worked with groups, children working independently at their desks come to her for help. Teacher H often communicated to them individually, or as a group, with singnals of the hand. Sometimes it is to get their attention.

(from the reading protocol, May 25, 1978, p. 3)

> Half the class nods, jumps up from their position on the floor and begin to go back to their seats. The teacher claps her hands and says, "Just a minute, I didn't excuse you...

Sometimes it is to signal a stop to some kind of behavior.

(from the reading protocol, May 25, 1978, p.3)

> I hear a noise from a different part of the room. The teacher looks over to Jan, Jan looks back. There are

> no words...The noise continues. The teacher turns back, makes a gesture with her hand, doesn't say a word and the noise stops.

(from the most difficult time protocol, May 22, 1978. p. 4)

> Harold now comes over with his book. The teacher is looking at Greg and down at the workbook in which she is explaining a problem. She holds her finger up briefly to Harold like a stop sign.

Sometimes she turns off the classroom lights to get the children's attention.

(from the interview protocol, May 15, 1978, p. 1)

> O. ...I noticed this last week too, you turn off the lights and everybody listens (the noise level dropped immediately to silence). Today when you did that, ...you (had) said to the whole class, "When you finish with your spelling today," and nobody was listening (and then everybody listened).
>
> T. (laughs) It's a good feeling because when something like that happens, it's usually enough of an attention getting mechanism that everyone listens. It doesn't bother me to do it.

During the time that Teacher H was observed, these cues were apparent and effective in all her lessons.

Increasing the intensity of her voice

A measure of both the subtlety and effectiveness of Teacher H's managing of her children's behavior were her use of voice. The observer noted that not once did she Teacher H "shout." Instead, Teacher H raises the loudness of her voice and it seems to signal to her children precisely what she intends -- they should give her their attention. Repeated the classroom protocols make mention of this fact.

(from the reading protocol, May 22, 1978, p. 3)

> The teacher looks up from her desk and says, "Ah, ah, people." She says this loudly and with emphasis, but her voice is hoarse. She clears her throat, her hands to her chest. She then says, "Ron." She then says, "People at the table." After she says that, the noise level is (almost silence).

Wait time, responsibility for actions

Arching over these specific coping strategies was the articulation of self-responsibility Teacher H wished to inculcate in her children. She waited for them to realize their responsibilities in a given act, reminding them they control the consequences. During a rather hectic and impromptu math lesson, the following events occurred.

(from the difficult time protocol, May 25, 1978, p.1)

> "We have a couple of people who aren't ready." She says this softly with emphasis. The kids are still making a lot of noise. She then says, "Hey, do you know what happens if you keep me waiting too long?" She is frowning, her voice is soft. The students say, "yeah." The teacher says, "Well, I'm waiting and if I wait, you wait later."

Later in the same lesson:

> The teacher then says, "You have five minutes already and you are working on ten. She is referring to having five minutes off from recess time. (page 3)

And when the students squash together in a circle:

> The teacher looks up, pauses for almost a full minute. The noise level is now (silence). (page 5)

> I try not to do alot of talking. I try to say it just once and then have the consequence come. I hated to keep them in.

Her discipline and management was a consistent part of her classroom organization. The children knew what was expected of them and that they were expected to follow through. They knew they controlled the consequences.

The teachers view of the children and herself

What seems to be a key to the smooth functioning of Teacher H's classroom was her view of the children. As noted earlier, Teacher H believed in helping the children towards a positive self-image, linked in her mind to their assuming responsibility for their won actions.

(from the interview protocol, May 25, 1978, p. 12)

> ...they're much better at realizing what is going on now (her waiting for them) then they were in September. I guess I'm willing to allow them the freedom of sitting on the floor if they have been sitting at their desks. So, I guess, along with that freedom there's a little bit of learning how to handle it....They're pretty good about it. It's nice just to be able to look at somebody and have them know what you're thinking.

Teacher H clearly liked what she does. Her classroom appeared to vibrate with a feeling of acceptance, radiating from her enthusiasm, warmth, and sense of importance she communicated to her children. She laughed and had fun and for her children, it was a good place to be.

In the interviews, she never once spoke to the class or a part of the class with any stereotypic descriptions. When referring to individuals, Teacher H always spoke of them as individuals.

(From the interview protocol, May 15, 1978, p.4.)

> He's a kid with a high IQ; that's no judge of him, but he's a very sharp kid, and I find if I keep him not only busy but challenged, he's not so disruptive. It just comes out

of him and I don't think he intends it to, but it does.

Yeah, he did a good job today. I think he's got an image problem. I don't think he feels as good about himself as he might. ...He's funny because I can visualize him as a fourth or sixth grade dropout. He's a tough kid, he's got a lot of street knowledge. ...I like him. He's a character. He's sitting up by my desk by himself. ...He tickles me. He's the kid who will come in with ...a bunch of dandelions behind his hands. Of all kids to do that.

Section Two: Data Analysis

Analysis 1. What are the relationships existing between SIBs and general mood for lessons when the general mood rating was highest and lowest for the teacher?

Table H.1 gives the general mood ratings for Teacher H.

Table H.1. General mood scores across six lessons for Teacher H

	Lesson					
	R1	DT1	R2	DT2	R3	DT3
General Mood Score	2.68	2.45	2.36	2.50	2.77	2.64

From this table it can be seen that there was one lesson when the general mood rating was highest (R3) and one lesson where the general mood rating was lowest (R2). A comparison of the SIBs rated high (5.6) and low (1.2) for those lessons follow in Table H.2.

Table H.2. High and low SIBs for lessons of highest and lowest general mood scores for Teacher H

	High SIBs	Low SIBs
Lesson of high general mood score (R3)	accepting conviviality cooperation engagement promoting self-sufficiency	attending optimism
Lesson of low general mood score (R2)	monitoring pacing	cooperation engagement

Given this table, the following can be said regarding the relationship among SIBs for the lessons where Teacher H was in her highest and lowest mood. Cooperation and engagement were ranked high for the lesson when mood was highest and ranked low for the lesson where mood was lowest.

An examination of R2 is instructive in terms of relating the SIBs to Teacher H's general mood. R2 was the lesson of lowest general mood score. Prior to that lesson, the teacher writes, "Justin was up four or five times last night. I'm somewhat pooped." Her mood checklist indicates the teacher was less refreshed, sadder, and more fatigued than later in the day. Her interview verified this point. The teacher was talking about the response of the children to her schedule for the day.

> (From the interview protocol, May 22, 1978, p. 1.)
>
> Teacher: I heard the groans, you know that kind of mood, and I felt that way myself. . .It's very difficult after a while not to be able to talk. I mean, I don't yell anyway but not to be able to project at all is really frustrating. I really feel lousy, too. So that doesn't help.

So not only was Teacher H fatigued because her son kept her awake, but she was sick, in a somewhat sadder, more fatigued mood, and her children started the day off with a groan. So what did she do to counteract this?

> (From the reading protocol, May 22, 1978, p. 1.)
>
> The teacher then says something like "I'll tell you what, if you all get your work done for me and no one has to stay in for recess, I'll take you out for an extra recess this afternoon!" The children say, "Yeah," very softly. There is no screaming.

This has the effect of turning what could be a potentially unpleasant beginning around and although the teacher did have some difficulty keeping kids on task, her encouragement and attention to their behavior was good enough to earn the extra recess. She provided a setting whereby the kids and she could look forward to something special. The net effect of this was that by the next observation two hours later, her general mood was considerably increased (2.36 to 2.50).

What this analysis suggests is that there were some consistent elements in the presence of SIBs in Teacher H's classroom on days of high and low mood. More importantly, the data indicated that Teacher H was aware of her physical state, the effect this had on her feelings and the feelings of the children in the room, and acts on these inputs to create a classroom situation that can indeed help her and the children feel better without negating her instructional role as a teacher.

Analysis 2. What were the relationships existing between SIBs and general mood scores when SIBs were ranked highest and lowest?

Table H.3 lists the relationships between highest/lowest SIB rankings and the general mood score. In addition, the table presents whether or not the general mood score for the given lesson was greater than, less than, or equal to the average general mood score for all six lessons taught by Teacher H (2.57).

This analysis reveals some interesting results.

1. The general mood of Teacher H was greater than average when seven of the nine SIBs were ranked highest.
2. The general mood of Teacher H was less than or equal to the average when three SIBs were ranked lowest.
3. Three SIBs were ranked highest for lessons when the teacher's general mood score was highest.

For Teacher H, there seemed to be a relationship between her

Table H.3. General mood scores for lessons where SIBs were ranked highest (6) and lowest (1) for Teacher H

Less Than or Equal To	General Mood	Low Rank	Supportive Instructional Behavior	High Rank	General Mood	Greater Than or Equal To
less than	2.45	DT1	ACCEPTANCE	R1	2.68	greater than
	2.64	DT3	ATTENDING	R1	2.68	greater than
	2.64	DT3	CONVIVIALITY	R3	2.77	greater than
less than	2.36	R2	COOPERATION	R3	2.77	greater than
less than	2.45	DT1	ENGAGEMENT	R3	2.77	greater than
	2.64	DT3	MONITORING	R1	2.68	greater than
	2.64	DT3	PACING	R1	2.68	greater than
	2.64	DT3	PROMOTING SELF-SUFFICIENCY	DT2	2.50	
	2.64	DT3	OPTIMISM	DT2	2.50	

mood and the existence of high SIBs. For lessons when she was in her best moods, she was emitting high rankings of 78% of her SIBs.

Analysis 3. What were the relationships existing between SIBs and recalled mood for lessons when recalled mood was highest and lowest for the teacher?

Teacher H provided recalled mood information that was not useable in this study. She was not able to isolate a single lesson for either recalled high or low mood days. Her recalled low mood day occurred during the first visit of the observer, the acclimation visit, the data from which was not part of the study's data base. Her recalled high mood day was during the first day of observation.

Analysis 4. What are the relationships existing between SIBs and recalled mood for lessons where SIBs were ranked highest/lowest?

Teacher H recalled the day of acclimation as the worst day in terms of her mood, and the day of first observation for data collection as the best day in terms of her mood. Because she recalled days and not lessons, this analysis was useless.

Analysis 5. Did mood shifts occur with Teacher H? If so, what patterns occurred with the SIBs before, during, and after the mood shifts?

Mood shift in this study was identified by the presence of at least one of the two following criteria.

1. The teacher recalls in the interview protocol that a mood shift did occur.
2. A series of teaching events related to specific children or a specific child changed dramatically such that children, not previously involved in the events, reap the consequences of the change.

In the case of Teacher H, one mood shift did occur (R2) and that mood shift is identified by criterion No. 2. Figure H.3 gives the sequence of events leading up to, including, and following the mood shift.

What occurred with Teacher H was a mood shift from a potentially negative situation to a situation where both teacher and children reaped some reward for work well done. The protocol data prior to the mood shift speaks to no supportive instructional behaviors being used. Housekeeping and opening routines were occurring in the classroom. The teacher reported she felt like "groaning" along with her children as she wrote the morning's work on the schedule. The remark triggering the mood shift was the optimistic statement by the teacher concerning an extra

Figure H.3. Mood shift information for Teacher H

Period of Time MACL DATA Classroom Protocol Data Interview Protocol Data	Time Noise Level	Page	Line	Characterization	Criteria
Antecedent Events					
Justin was up about four or five times last night. I'm somewhat pooped.					
At 8:25, the teacher closes the door and turns the lights on. I need your attention... She talks about needing Olympic money... Does anyone have lunch money... Will the hot lunch people please stand up. Hot lunch? ...The bell goes off in the hall... Everyone stand up please... She pauses... her voice has emphasis but it is not louder... The teacher is now at the small blackboard by the coatrack. She is writing a list. As she is writing there are students reading it out loud.	825/1 1	1	40	initial mood	
I just did the schedule in advance. I heard the groans, you know, the kind of mood, and I felt that way myself.		1	9	things could be bad and I don't feel well	
I'll tell you what, if you all get your work done for me, and no one has to stay in for recess, I'll take you out for an extra recess this afternoon.		1	52	creating a positive situation	
Moment of Shift					
The students say, "Yeah," very softly. There is no screaming.	830 0				all students reap benefits regardless of contribution
Resolution					
All the students seem to be diligently working at their seats. There is no noise and they are all bent over with their workbooks and reading books...(The teacher) is explaining something in a soft, articulate voice.	0	2	1	positive situation continues throughout lesson	

playground recess. After that, the level of engagement was high. The teacher settled into her reading groups with characteristically high levels of attending, conviviality, accepting, pacing, and monitoring. All students reaped the benefit of the recess even though some of the students were undoubtedly the "groaners".

Analysis 6. What were the relationships among supportive instructional behaviors during the six lessons taught by Teacher H?

Each SIB was force ranked 1 (low) to 6 (high) in terms of its presence for each lesson taught by Teacher H. Table H.4 gives the results of this ranking.

Table H.4. Forced rankings for each SIB across six lessons taught by Teacher H

Supportive Instructional Behavior	Observed Lessons Taught by Teacher H					
	May 15, 1978		May 22, 1978		May 25, 1978	
	R1	DT1	R2	DT2	R3	DT3
1. accepting	6	1	4	3	5	2
2. attending	6	4	5	2	3	1
3. conviviality	5	2	4	3	6	1
4. cooperating	2	3	1	5	6	4
5. engagement	4	1	2	3	6	5
6. monitor	6	4	3	5	2	1
7. pacing	6	5	3	4	2	1
8. promoting self-sufficiency	2	4	3	6	5	1
9. optimism	3	2	5	6	4	1

The interrelationships among SIBs for Teacher H is given in

Table H.5. This table was derived by examining Table 4. When a given SIB (monitoring) was rated highest (6, R1), other SIBs ranked high (5,6) and low (1,2) were also noted. For example, referring to Table 6, when monitoring was ranked highest, accepting, attending, conviviality, and pacing were also ranked high; cooperation and promoting self-sufficiency were ranked low.

The same analysis was done for each SIB when it was ranked lowest. For example, referring to Table H.6, when monitoring was ranked lowest (1, DT3), accepting, attending, conviviality, pacing, promoting self-sufficiency, and optimism were also ranked low (1,2); engagement was ranked high.

Two relationships may be concluded from this.

> Direct Relationship: A given SIB is said to be in direct relationship with another SIB if the other SIB is high when the given SIB is high, and low when the given SIB is low.
>
> Indirect Relationship: A given SIB is said to be in an indirect relationship with another SIB if the other SIB is low when the given SIB is high and high when the given SIB is low.

Using the example of monitoring, the following was then true for Teacher H:

Supportive Instructional Behavior	SIBs in Direct Relationship	SIBs in Indirect Relationship
monitoring	accepting attending conviviality pacing	none

Table H.6 gives the direct and indirect relationships for each supportive instructional behavior.

An example from one of Teacher H's reading lessons will help relate Table H.6 to the context of her classroom. In this

Table H.5. Comparison of supportive instructional behaviors when a given SIB was ranked highest (6) and lowest (1)

SIB's ranked high when given SIB was ranked lowest	SIB's ranked low when given SIB was ranked lowest	Lessons Given SIB was ranked lowest	Supportive Instructional Behavior	Lessons Given SIB was ranked highest	SIB's ranked high when given SIB was ranked highest	SIB's ranked low when given SIB was ranked highe
pacing	conviviality engagement optimism	DT1 5/15	ACCEPTANCE	R1	attending conviviality monitoring pacing	cooperation promoting self suff.
engagement	acceptance conviviality monitoring pacing promoting self-sufficiency	DT3 5/25	ATTENDING	R1 5/15	acceptance monitoring pacing	cooperation promoting self suff.
engagement	acceptance attending monitoring pacing promoting self-sufficiency optimism	DT3 5/25	CONVIVIALITY	R3 5/25	acceptance cooperation engagement promoting self-sufficiency	monitoring pacing
attending optimism	engagement	R2 5/22	COOPERATION	R3 5/25	acceptance conviviality engagement promoting self-sufficiency	monitoring pacing
pacing	accepting conviviality optimism	DT1 5/15	ENGAGEMENT	R1 5/25	accepting conviviality cooperation promoting self-sufficiency	monitoring pacing
engagement	accepting attending conviviality pacing promoting self-sufficiency optimism	DT3 5/25	MONITORING	R1 5/15	accepting attending conviviality pacing	cooperation promoting self suff.
engagement	accepting attending conviviality pacing promoting self-sufficiency optimism	DT3 5/25	PACING	R1 5/15	accepting attending conviviality monitoring	cooperation promoting self suff.
engagement	acceptance attending conviviality monitoring pacing optimism	DT3 5/25	PROMOTING SELF-SUFFICIENCY	DT2 5/22	cooperation monitoring optimism	attending
engagement	acceptance attending conviviality monitoring pacing promoting self-sufficiency	DT3 5/25	OPTIMISM	DT2 5/22	cooperation monitoring promoting self-sufficiency	attending

Table H.6. Direct and indirect relationships for each SIB with all other SIBs for Teacher H

Supportive Instructional Behavior	SIBs in Direct Relationship	SIBs in Indirect Relationship
1. acceptance	conviviality	none
2. attending	acceptance monitoring pacing	none
3. conviviality	acceptance promoting self-sufficiency	none
4. cooperation	engagement	none
5. engagement	accepting conviviality	pacing
6. monitoring	accepting attending conviviality pacing	none
7. pacing	accepting attending conviviality monitoring	none
8. promoting self-sufficiency	monitoring optimism	none
9. optimism	monitoring promoting self-sufficiency	none

example the teacher attended to the children, generated a convivial feeling among her group, monitored a child who hadn't been following along and paced her work so they understand what she wishes.

(From the reading protocol, May 22, 1978, p. 5.)

(att) She is smiling and leaning towards the group. She

seems to be enjoying herself. Her eyes are
(con) sparkling. She says, "Would anyone like to try
that?" She turns to Tymer and says, "Tymer, would
you like to try that?" Tymer nods, tilts his head.
(acc) After he reads, the teacher says, "Thank you," and
smiles. She then turns to Greg and says, "Greg,
(mon) would you like to try that, too?" Greg is the
corner boy who hadn't been listening. The teacher
gets up and reaches and shows him the page. "Would
you turn back to the Little Billy Goat page?" and
(pac) says, "Let's start in the middle of the page where
. . ." and she begins to read from the page. . .The
(eng) noise is zero and all the children are looking at
her.

This same example showed the existence of engagement when accepting and conviviality were present.

The next example relates the low occurrence of accepting and conviviality when engagement was lowest and the existence of pacing in an indirect relationship.

(From the difficult time protocol, May 25, 1978, p. 2.)

(non-con) Their voices seem to be getting louder and louder.
(non-acc) The teacher says, "Okay, we'll start all over
(non-pac) again. Sit flat on the floor." She waits, she
pauses. Different kids are saying, "I can't see,
I can't see." The teacher then says, "I shouldn't
(non-con) have to tell everyone what to do."

What was interesting in terms of this teacher's use of SIBs was the existence of accepting, conviviality, and monitoring across several different SIBs in the form of a direct relationship. Accepting was in direct relationship to five SIBs, monitoring and conviviality were in direct relationship with four SIBs. These behaviors formed a strong part of Teacher H's instructional patterns. They were typical of her.

Cooperation was not well represented on Table H.6. This might be considered unusual given the high existence of conviviality and accepting. This was explained by the fact that the observer watched the teacher working with groups of children at the work table. The nature of this work was individual, the teacher worked with individual children in the groups. Cooperation was not often present here. However, in the classroom away from the group other children were working together on worksheets, workbooks, and projects. The larger classroom behaviors were not the focus of the observer so cooperation, as an SIB, did not get noted as frequently as it might have given the observer's focus. Despite this, it was interesting to note that when cooperation was present, so was engagement. Cooperation for Teacher H was a constructive element in her classroom.

The direct relationship between optimism, monitoring, and promoting self-sufficiency is illustrated in the next example. Dick, the boy referred to earlier as having "an image problem", was reading.

(From the reading protocol, May 15, 1978, p. 4.)

(mon) As Dick reads, she corrects softly and smoothly. It does not sound like an interruption. She is looking at him and his book and seems to be concentrating very hard. She looks up and says to
(suff) Dick, "Thank you, Dick. Would you like to read the rest of it?" She says it in a very encouraging way.
(opt) Dick looks up. She says to him, "You're doing very good." Her eyebrows are up. Dick nods and continues to read.

For Dick to continue reading was to become more self-sufficient and have more confidence. This was gleaned from the teacher's comments about this interview.

(From the interview protocol, May 15, 1978, p. 3.)

Observer: Dick was reading and he was reading for sort of a long time and you said to him. . ."Okay, Dick, would you like to read the rest of it?" I was just going to say that you really encouraged him to go on as he was doing so well.

> He seemed to be proud of himself today.". . .
>
> Teacher: I think his comment in the beginning was, "Do I have to read all that?" That's why I wanted him to continue . . .He'd done a pretty decent job and I thought he might want to read the rest of it. . .He's a tough kid. He's got a lot of street knowledge. His family background could be better than it is.

Summary

Teacher H's classroom reflected a convivial, smoothly functioning place for children to be. The context described in Section One spoke to this point. In examining the relationships among her SIBs, we found their existence supportive of our contextual information. Accepting, conviviality and monitoring were in direct relationship (separately or together) with eight SIBs. The ninth SIB, cooperation, was not related because of the focus of the observer on the teacher's group work. The relationships of these SIBs, particularly monitoring and optimism, with promoting self-sufficiency, suggested that Teacher H used these SIBs to carry out her goals of promoting self-responsibility and a positive self-image.

Section Three: Conclusions

1. Relationship of general mood to SIBs when general mood is high/low (Question 1).

A connection between general mood and SIBs was suggested by the analysis but not strongly supported. It can be asserted for Teacher H that when her mood is high, her SIBs will be characteristically accepting and convivial. The assertion can be made less strongly that on high days cooperation and engagement will be present, and on low days these two SIBs will be absent.

2. General mood to SIBs when SIBs are high/low (Question 2).

A strong relationship was evident for Teacher H in this area. Seventy-eight percent of her SIBs were ranked highest when her mood was better than average; thirty-three percent of her SIBs were ranked lowest when her mood was equal to or less than her average mood. When Teacher H was feeling good, her supportive instructional behaviors were high. When she wasn't feeling so well, some of her supportive instructional behaviors were low. This becomes more significant given the next finding.

3. Mood shifts (Question 5).

Teacher H had one mood shift. It occurred from a negative to a positive direction. It seemed like Teacher H was aware of her mood and behaved in a manner to keep herself in a positive state. This was suggested by the fact that she felt like groaning herself, made the suggestion of an extra recess time, started to work in her groups in her typically supportive way and, less than two hours later, had a mood rating that was substantially higher.

4. Relationships of SIBs to SIBs (Question 6).

Teacher H used supportive instructional behaviors in combinations. Every SIB was in direct relationship to at least one other SIB and all but two SIBs are in direct relationship to more than one SIB. The data analysis seemed quite consistent with the initial statements regarding the context for teaching and learning in Teacher H's room. Her classes were typified by a high degree of attending, conviviality, monitoring, and accepting. More importantly, many of these SIBs were in direct relationship in both high and low rankings. This gave a very stable nature to her classroom setting.

Epilogue

At the end of the research period, Teacher H responded in a follow-up questionnaire regarding her participation in the project. She said her participation "made me more aware of my feelings and the children's feelings and reactions." The observer was "very helpful" to her. She "enjoyed the interviews very much because many times (the observer) would confirm observations or feelings I had." The protocols "were interesting, but they were very long and the discussions were more valuable." She didn't wish to participate in learning more about the interactive research "because I'm involved at this point with different children. However, I would appreciate a summarizing statement of your discoveries."

TEACHER I

INTRODUCTION

Teacher I's instruction was characterized by her small group work and her large group presentations. Her teaching evidenced careful planning and preparation and she always seemed to respond to her children with firmness and sensitivity. Her children were well behaved and no inappropriate behavioral outbursts on her part or the children's part were observed in the room. It was interesting to note that on several of her mood checklists, Teacher I indicated she was very upset. The school administration had refused to allow her to attend a workshop, she had run-ins with several students during lunchroom duty , her mother-in-law had been to visit, and she had experienced on at least one day, severe migraine head-aches. Each of these instances were noted by her to contribute to a less than positive mood on her part. Nevertheless these instances did not seem to intrude on her classroom teaching. Teacher I was aware of her mood and knew how to not let her mood dominate her classroom teaching. In the final interview, the observer said the following to Teacher I, "You never showed that you were in a bad mood. I could never tell. I would never have known."

Teacher I showed a range of use of supportive instructional behaviors that were consistent with her instructional purposes. Testing situations for her were very structured and formal times. The rankings of supportive behaviors during these times were low. When she introduced new material, she did it in a way that was fun for her and consequently, fun for her children. This lesson showed very high rankings of all but one supportive instructional behavior. The key to the presence or absence of supportive behaviors in her room was the conviviality present in the classroom environment. When it was present, several other SIB's were also present. When conviviality was absent, the same SIB's were absent.

Teacher I knew her moods. She also knew how to control her classroom instruction so her moods did not effect her teaching. By her own admission she had learned how to behave in her classroom so the interactive reactions she received from students would not make her angry. Her awareness of her moods and what effected them allowed her to be the kind of teacher she wished to be. She individualized instruction for her children, especially those with specific problems, but maintained high expectations for them and all her children.

Section One: The Context

The District

The suburban district was located near one of the state's largest cities. It was characterized by four shopping malls unlike most of the State of Vermont and recent bumper stickers have decried the "malling of Vermont." The district had no defineable business district. Rather, its most predominant feature was strip development along two major thoroughfares that travel East and South through the district. These roads were bordered by quick food restaurants, car dealerships, gas stations, motels, small shops selling ski equipment, gardening needs, swimming pools, and other sporting accessories. Several more are currently under construction. These reflect the housing needs occasioned by the construction of two large "clean" industrial complexes. The residents of the area were a combination of "oldtimers" who moved from the city in years past and "newcomers" who have moved in recently. A large portion of the newcomers worked at the new factory sites and decided to locate in the district because of the reputation of its schools and the advantages of suburban living. The district had three elementary schools, one middle school, and one high school. 2,550 students attended these schools and were served by 190 faculty.

The School

The school building was made of red brick and was in the shape of a backwards E without the middle line. Behind the school was a parking lot that accomodated school buses, teachers' cars, and visitors vehicles. Children attending Central School, walk, bike, or are bussed to the school. Next to the parking lot there was a play ground with a basketball hoop set up and a baseball diamond drawn on the ground. Figure I.1 diagrams the school setting.

As one entered the building from the parking lot, the office was immediately to the right and gymnasium was in front and to the left. Classrooms were in both the right and left wings of the building. The walls were painted in a variety of colors. The tops of the walls throughout the school were beige and the bottom halves were painted either bright red, green, or yellow. The doors to the various classrooms were also painted one of these bright colors. On the wall in one corridor was a mural apparently drawn by some of the children in the schools. On another wall was printed, "Today I am feeling angry, sad, left out, and so on," with painted figures in animals in situations designed to depict each feeling. Another wall in the school displayed last year's class pictures while another wall had photographs of several endangered species on it. The children's bathrooms were also painted brightly colored with figures on the walls. One bathroom had Charlie Brown and Snoopy. The brightness of the walls and the pictures painted on them helped to create a bright busy atmosphere and a feeling of activity in the school.

The Classroom

As one walked into the classroom from the hallway, the

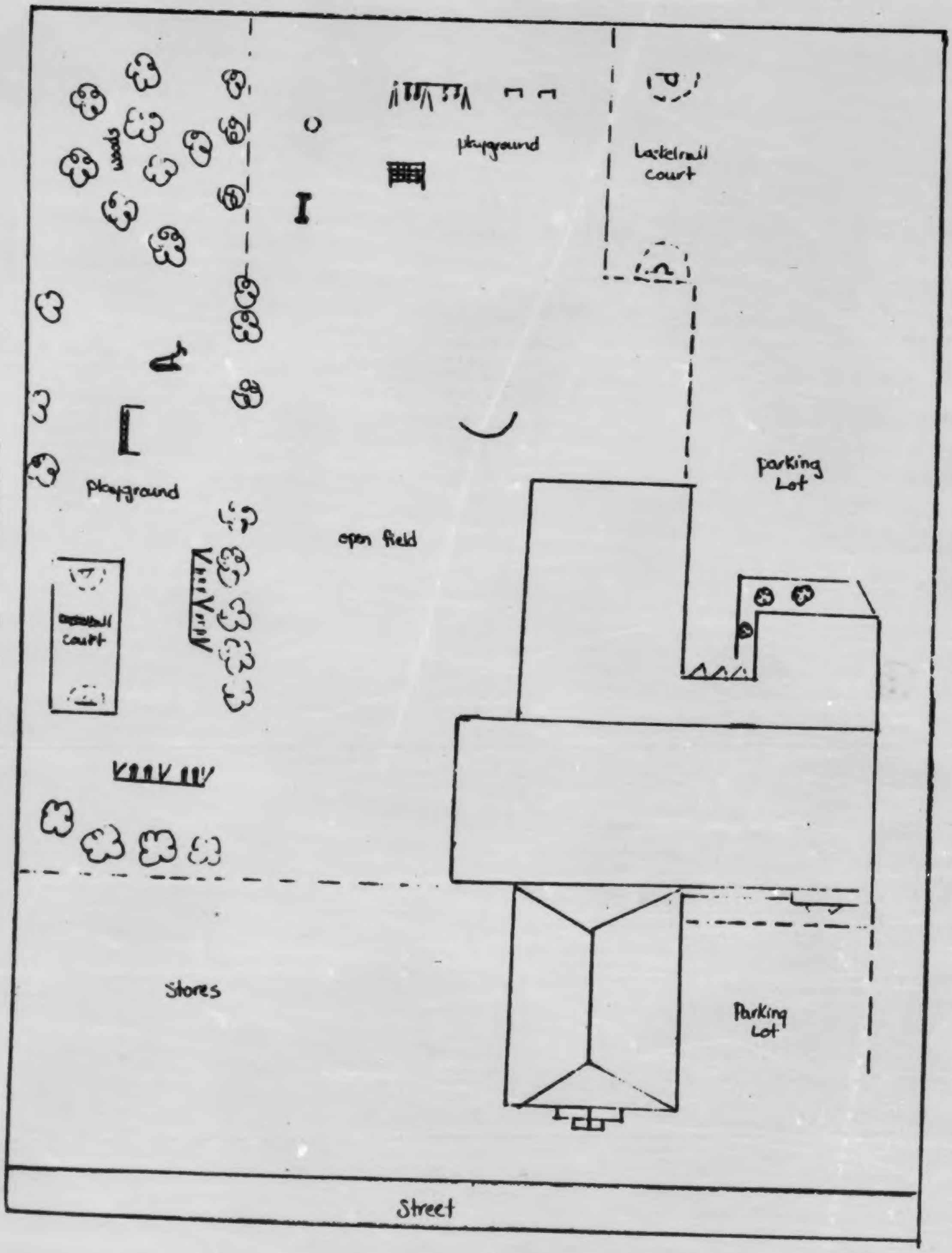
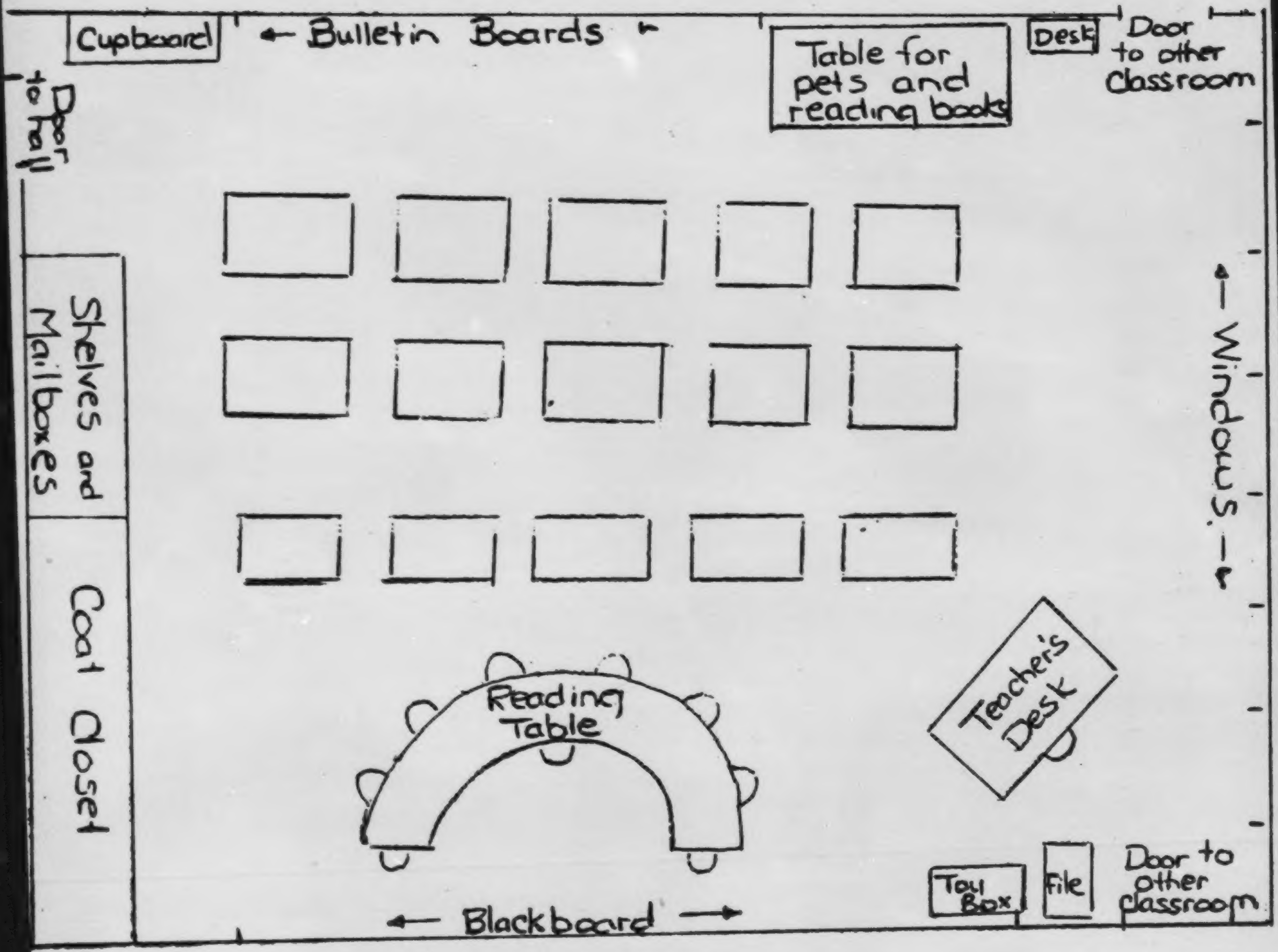


Figure I.1

School setting for Teacher I

the children's desks in three rows of five desks apiece were noticed. These desks faced the front of the room which had a backboard running almost its entire length. Between the blackboard and the first row of desks was a reading table where the teacher did most of her group work from. Figure I.2 diagrams the classroom. The following objects were seen as one moved around the classroom clockwise. To the left of the door was a large cupboard containing the teacher's coffee cup, band-aids and other personal supplies. Beyond the cupboard was a bulletin board that spanned most of the lenght of the wall. The board was divided into three sections, each section with the same light blue background. The first section had a teacher-made calendar of May. The dates are marked by blue, yellow, or pink flowers with the date printed on them. The second section had figures of boys and girls in bright red and yellow outfits. The children were flying kites that have faces on them drawn by the children in the classroom. The third section of the bulletin board had "Our own corner," in large letters at the top. And beneath it were samples of the children's artwork. In front of the bulletin board was a low table with a guinea pig in a cage, a globe and some books. Next to the table was an extra empty desk. Between this desk and the wall which had windows spanning the entire lenght of it, was a door to the adjoining classroom. Windows spanned the entire length of this next wall and went approximately two-thirds of the way down the wall. At the far right hand side of the windows was another door which went into


Cupboard
Bulletin Boards
Table for pets and reading books
Desk
Door to other Classroom
Door to hall
Shelves and Mailboxes
Coat Closet
Windows
Reading Table
Teacher's Desk
Toy Box
File
Door to other classroom
Blackboard

the next classroom. In front of this door was the teacher's desk. The desk was situated on the diagonal and faced the children's desks in the room. Between the chalkboard and the teacher's desk was a filing cabinet in which the teacher kept papers and dittoes. Next to the filing cabinet was a toy box with instructo materials, papers, and math cards on it. Above the toy box was the end section of the blackboard which was used as a small bulletin board. On it were two commercially produced calendars of May, a flannel board with a clock-face on it that said, 3:00, and a list of things done "In the Classroom," that is,"Do not run," "Do not throw things," and "Be quiet."

A child's desk was next to the toy box facing the blackboard. The teacher used this desk to remove any child from the group who had difficulty attending to task. The chalkboard extended along the wall and has an alphabet and cursive letters commercially printed on green paper running along the top of the blackboard. Over the chalkboard was a speaker for the public address system and the classroom clock. At the end of the chakboard was a T.V. that could be moved to different parts of the room.

The teacher's desk, in front of the chalkboard, was in the shape of a U. She used it as a reading table, but also used it equally as often for doing her own paper work and supervising the children.

Between the T.V. and the hallway door was a coat closet built into the wall. Hanging in the closet were several coats and sweaters. Above the closet was a curtain apparently covering some shelves. The curtain was made of some material covered with blue and green flowers. Next to the closet near the hallway door, was a small board approximately five inches long and three inches wide and covered with the same material that the curtain above the coat closet was made from. Underneath the board were mailboxes made of paper with the children's name printed on them and underneath the mailboxes were shelves with papers on them.

The Teacher and Her Relationship to the Study

Teacher I agreed to participate in the project because "I like to participate in anything that will help me be a better teacher." She was 41 years old and had taught for 19 years. Although she had taught first, second, third, and fourth grades, her favorite was second grade. She held a Master's degree in elementary education. Teacher I indicated verbally to the observer that she felt the study was "a waste of money" since it seemed just common sense to her that a teacher's mood would effect her interactions with the children.

Opinions Regarding Her Mood and Her Teaching

Teacher I thought there was a relationship between her moods and the way she interacted with her students. She thought the children responded better if she was in a good mood. And as has already been noted, she believed that to the degree, the study was a waste of money because the relationship seemed to be basically one of common sense. It was interesting to note however, in the subsequent observations, that she was so calm and well-controlled in her own teaching behavior that it was difficult to detect a difference in her behavior even after she indicated that she was suffering from a migraine head-ache or had a bad night's sleep the previous night. Despite her mood, Teacher I was very controlled in her classroom teaching behaviors.

Characteristics of the Teaching/Learning Environment

Table I.1 depicts the activities and characteristics of the six lessons observed being taught by Teacher I. Each of the reading lessons was typified by the teacher working at the reading table with small groups of students. While she worked with her reading groups the remaining children in the classroom worked independently on other kinds of reading work. The children not meeting with the teacher were independent, completing their worksheets and delivering them to the appropriate baskets on the teacher's desk and either picking up new worksheets or returning to their seats and quietly reading books. During her work with the reading groups, Teacher I had children read aloud, reviewed corrected workbook pages, reviewed lessons in phonics taught in the past, and prepared the children for new stories by presenting new work lists to them.

Teacher I indicated that the most difficult time for each day was immediately following lunch period, the time the children returned to her room. During this time Teacher I taught math. She used a somewhat different format than she did during the reading period. One lesson she demonstrated the use of an

Table I.1

Instructional events and classroom climate for each lesson taught by Teacher I

Instructional Events	1. reading starts late due to two special periods in AM. 2. teacher works with reading groups at front table. 3. group one reads; then goes over workbook pages. 4. group two just reads 5. rest of children work at seats	1. works with one reading groupp 2. goes over suffixes 3. reviews comprehension of story.	1. looks at papers children have done and tells them what to correct. 2. kids drew when they finish their work. 3. works a long time with Shane to get him started writing
Classroom Climate	1. teacher very calm and quiet 2. children in classroom operate well with their routines	1. very directed towards phonics rules 2. discussion about Burlington 3. business-like	1. teacher asks rapid fire questions 2. teacher seems upset with children's mistakes
Instructional Events	1. teacher demonstrates place value using a type of abacus. 2. has several children write numbers on board 3. children do worksheets and come to teacher's desk for help(lesson PM due to two special periods)	1. teacher introduces symbols by talking about stop signs, etc. 2. introduction of graphing and pictograms 3. children do worksheet at desks.. 4. graph interpretation	1. teacher gives arithmetic test. 2. hands out papers for children to correct when finished.

Table I.1 (Continued)

Instructional events and classroom climate for each lesson taught by Teacher I

Classroom Climate	1. teacher and class supportive of board work (applause) 2. teacher firm with Jason who keeps getting out of his seat 3. quiet supportive work atmosphere	1. teacher directs lesson from reading table. 2. teacher deals well with Jason's interruptions. 3. conviviality present in her occasional laughing and joking	1. answers childrens' questions about how to do sections of test. 2. usually patient

abacus for all the children in the classroom and then had children move to the chalkboard to write the numerals that stood for the representation of the number on the abacus. Another time she introduced graphing to the children. During the last observation of the most difficult time, she administered an arithmetic test then handed out papers for children to correct. All these lessons were characterized by her very calm appraoch, business like style and well routined lessons.

The following excerpt from a reading lesson was typical of Teacher I's instruction. (From the reading protocol, May 23, 1978, p.1.) Children sitting at the reading table open their books. the teacher says, "Okay, the title is on page 17." Each child finds page 17. The teacher says,"Lonnie why don't you start?" Her voice is very quiet and calm. Lonnie says, "The title is," and then reads very softly, almost inaudibly. After Lonnie finished, the teacher says, "Good!" and looked at Lonnie. She then looked at Ann, and said, "Ann, can you read next please?" Once again, she said this in a very, very soft voice. Ann began reading. "I want to play with my friend. Tomorrow we will go and see grandma." This was run together as if it were one sentence. The teacher said, "Okay, Ann," very softly, "please pause at the end of a sentence." Ann read the two sentences again. Phyllis is sitting at the special table which is near the blackboard which the teacher explained to me she uses occasionally to remove a child who had been troublesome from the group for a few days. Phyllis has her head on her desk. The teacher gets up, walks over, took the book and pencil from Phyllis' desk and brought it back to her regular desk in the back of the room. And then the teacher walked back and sat down at the reading table.

What was typical here of Teacher I's style is her maintenance of a give activity with the children while she dealt with a second or third situation in the classroom.

A second example shows her work with the demonstration lesson during a math period. (From the most difficult time proto col, May 23, 1978, p. 1 & 2.)

"Okay," she says, picking up the object, the multi-colored disk board. "This is a place value board. Look." And she began to lift the little disk over from the back to the front. "Okay, now what number would I have in this place?" The children begin counting. "one," as she moves to the next place. The children said, "Ten."..."Okay, who can tell me what number do I have here? Raise your hands." Roy raised his hand. The teacher said, "Yes, Roy." Roy said "Eleven." "oh, remember," she said, there are two ones." She said this in a tone with real interest, reminding him. "Okay," she said, "Sam Jones." He said, "Twelve." "Good, okay." She then arranged her tokens for another number.

This lesson was also typical in that the teacher calls on her children one by one and has them respond individually to her questions. She paces her instruction very sequentially and very much in a step-by-step order.

The excerpt from the reading lesson showed the teacher moving over to Phyllis' desk. The teacher was asked during the interview why she had moved Phyllis' desk and removed her book and pencil. The teacher's response was typical of her attitude concerning discipline in her classroom. (From the interview protocol, May 23, 1978, p.l.)

Observer: In the first observation, I noticed that when you were sitting here with the reading group, Phyllis had her head down on the desk over here. You got up and removed her book and pencil and put it back here. But you didn't seem to chastise her.

Teacher: She was fooling with some bottle caps and the noise was aggravating. I don't know if you're familiar at all with Project Teach. It's a course that you can take, and it teaches you different things you can do in a classroom to have better control and one of the things that they teach you is to say as little as possible so that you act instead of talk. So that I would not lose the momentum from my lesson. In other words, it took less time to pick up the bottle caps, throw them away, take her books and put them on her desk then to stand there five minutes and scold her because she was making noise that was bothering people. And you see, that was her way of getting attention.

Observer: Do you find that with Phyllis often?

Teacher: Yes. If I just react, because I get angrier if I talk. It makes me angrier when I talk, the more I talk the angrier I get. And it's difficult for me to let it go there and come back and be calm again with the children. It hasn't done anything. I find it difficult after scolding a child to come back to the group and talk in a normal voice. It's easier to say nothing at all, just to do something that stops whatever is annoying you. Many times I'll just point to a child if I want him to move or something.

Teacher I had taken a course with Project Teach. Throughout her protocols she mentioned techniques she had learned from Project Teach that helped her maintain the kind of classroom atmosphere she desired. Teacher I was well aware of those situations that made her angry. The course she took with Project Teach taught her how to avoid situations that would make her angry. She felt the course was very beneficial for her and ghroughout the observations she showed an ability to avoid situations where she would make herself angry and thereby be angry at children who had nothing to do with the situations. She referred to the usefulness of maintaining momentum in a later interview. (From the interview protocol, May 26, 1978, p. 5.)

Observer: It that why when you went over to take away the toy he was playing with you didn't scold him, you just took it away?

Teacher: Yeah, usually that'st my approach. They know they're not supposed to have anything on their desks. It's one of the things you learn in that course. So that you don't break the momentum of your lesson, you go and either take away whatever it it disturbing you or disturbing the class, and keep on with your lesson and you don't break the momentum. If i'd stopped and scolded him, I would have lost everybody. I would have had to get everybody back on with what we were doing. So it was one of those things we were trained to do.

In addition to her ability to act rather than talk, and maintained the momentum of lessons, Teacher I also maintains a supportive environment in her classroom. Not only do children receive certificates of award from her when they complete sections of their work, she also had the children applaud each other's achievement. (from the difficult time protocol, May 23, 1978, p. 1.)

> "Now, I haven't given out awards in awhile," the teacher said quietly. "These are two grade certificates for children who have finished the grey volume of math." Roy has gotten up from his seat and is waiting in front of the table. She said, "Okay, the first one goes to Mr. Roy." All of the children applaud for him and seem very excited. He smiles and takes the certificate from the teacher looking very pleased and happy. He sits down. The teacher says, "Thank-you?" Roy says, "Thank-you."

The teacher as well as her children join in the applause. She seemed to model for her children the kind of behavior she desired from them. This became evident as she spoke in one of her interviews. (from the interview protocol, May 23, 1978, p.3.)

> "And I can, when they are working, if I'm speaking with another child, they speak very low so they won't disturb me. Because if they hear somebody talking out loud in the back, they'd want to be talking too. So I tend to whisper, to talk very low, if I'm on a one-to-one with the children, so that it doesn't disturb. I like to give them the impression that when it's work time, it's quiet time too. We can't work if there is a lot of disruption going on and I instilled this in the beginning of the year about not disturbing each other when they're supposed to be working, and that I would try not to disturb them too.

Teacher I, then, modeled the appropriate kinds of behavior that she desired from her children. At one of the reading circles, Jose came up and plunked his books down on the table. Because she felt that to be a disturbing noise, Teacher I asked jose very patiently and quietly, "Can you pick up your books and put them down quietly please?" So for Teacher I, the quietness extended not only to children talking to each other but also in general to their actions in the room.

Teacher I also desired that the work produced by the children in her room be of quality. The following excerpt shows this.

(From the difficult time protocol, May 23, 1978, p. 6.)

> Sam Jones came up with his paper. The teacher said in a loud, firm voice, "I said to take the ruler and measure them." "I did," he said. " Oh, but you couldn't have," she said in a loud more stern voice. "You just sat down. You couldn't have had time to measure all of those. Now sit and measure them all. Be careful and use the inch side not the centimeter side of your ruler." Sam took the paper and sat down.

In her interview, Teacher I reflected on this incidence.

(From the interview protocol, May 23, 1978, p. 4.)

> "Well, he again is a child that is on medication and I know that he needs a lot of encouragement, so that's why I had him bring up his paper, because he's a child that wants to be able to get his work done. He wants to have some time to do whatever else I allow him to do. So he does not accomplish anything so that it's well done. He accompsishes it so that it's done. So I knew that in a short time he'd gone back that he couldn't have done it so I thought that maybe he wasn't measuring correctly. Maybe he doesn't realize which side is the inch and which side is the centimeters...I realize that he was trying, but that he was getting confused with that fact when he thought that he should be putting down the half inch, and I realized that when I saw the half inch on his paper."

Teacher I did not focus on every event in the classroom she felt to be inappropriate. Several times she ignored children's behavior that might otherwise have been disturbing. Her reason for this often was based on her appraisal of the individual child. One of these children was Roy. From time to time, Roy would let forth with a loud belch in the room, and during the periods of observation, not once did Teacher I seem even to notice Roy's loudness. Her explanation for this was quite sensitive.

(From the interview protocol, May 23, 1978, p. 3.)

But, like I told you this morning, he's come so far this year, he really has, compared to what he was like in the beginning of the year. That I can tolerate it in him, where I probably wouldn't tolerate it in somebody else, it's simply because he's come so far since September that I'm able to bear his demand for attention because of all the other improvement I see since September. You know, you get to a point where a child can come just so far, you can't expect him to become perfect. He is not anywhere near what I would expect a child to be doing in the second grade in a behavioral way, but it's so much better than what it was in September, that even a small miracle is better than none at all. So rather than push him to conform too much, just a little bit of encouragement might help him. He was so proud of getting that certificate.

And Teacher I spoke similarly of several other children in the classroom. She knew the degree to which children had improved from the beginning of the year and seemed quite adept at adjusting her behavioral demands according to what she felt the children could conform to.

She wanted her children to function independently in her classroom, and she also wanted to be able to reason with her children when they did not function the way she wanted them to. There were numerous examples of this in the classroom protocols.

One of the hallmarks of Teacher I's classroom organization were the routines practiced in her classrooms. It was clear she had made certain rules that the children, by this time in the year, knew to follow. For instance she had rules about children asking her questions prior to a lesson.

(From the reading protocol, May 26, 1978, p. 1.)

She says to the class, "Okay, are there any problems before I have my reading group? Once we start I don't want for us to stop. So any questions, ask me now."

She also had routines about what times certain things are to be done in the classroom.

(From the difficult time protocol, May 26, 1978, p. 1.)

Jose asks the teacher, who is standing by the cupboard a question concerning the pictures on the bulletin board -- the pictures of foods. He asks very quietly, and the teacher responds quietly so I cannot hear the conversation. The teacher shakes her head no. Jose touches his head, in a gesture signifying that he had forgotten something concerning those pictures. He then sat down.

The teacher in referring to this incident states the following in her interview.

(From the interview protocol, May 26, 1978, p. 3.)

Observer: Oh, I see, he wanted to put something up on the board.

Teacher: Right, he had brought some pictures, food pictures to put up, because at this age again, if they have something on their minds, they do it right off, they don't stop to think that it's not the appropriate time to do it. You have to explain to them that we're doing such and such a subject now, and that they'll have to wait until a later time.

In addition to these routines concerning questioning, and the appropriateness of certain activities at certain times, Teacher I also encouraged children to help each other when they had questions and to maintain an atmosphere in her room that was organized to produce neatly done worksheets. The success of these routines showed in the quietness that prevailed in her room while she was working at her front table with small groups of students.

Teacher I held as a goal for her students the increase of their own responsibility for their actions. The incidence that follows with Roy exemplifies how she tried to encourage this responsibility.

(From the most difficult time protocol, May 30, 1978, p. 1)

Roy gets up and writes his name on the board in the place where children are supposed to indicate if they have to leave the room. Roy comes back from the bathroom, belching. The teacher says to the class, "Make sure your name and the date is on the paper." Roy sits and just looks at her. The teacher says, "Well, Roy, you know that when you leave the room, you have the responsibility for knowing what happened, and no one tells you. You know that." Roy says, "Well, what do I do, I don't know how to do this." The teacher says in a quiet voice, but one that was very firm, "You know that it's your responsibility when you leave the room." The teacher said, "Okay, now, number one, you'll be doing that with me individually."

Roy took the responsibility to leave the room and therefore it was his responsibility to pick up on whatever was happening, (in this case, a math test) when he returned to the room. It must be noted that Teacher I did not leave Roy hanging in mid air. Roy did get into the lesson and very soon after this excerpt, Teacher I helped him by encouraging his response to one of the questions. Teacher I therefore, reinforced the issue that Roy take responsibility for his action in leaving the room, but when he figured out that a test was going on, Teacher I also reinforced his appropriate test behavior.

The sensitivity of Teacher I has been mentioned previously where she spoke about her relative standards with different children. Her sensitivity was also revealed in her concern that students leave school feeling good. This was an interesting and revealing interview for Teacher I. It showed her sensitivity as well as her sense of reciprocity, that is, that she knew she would feel better if her children felt better.

(From the interview protocol, May 26, 1978, p. 4.)

The same thing when you came in this afternoon, they were all working quietly and I try to do that on Friday because there is so little time and we really haven't got that much time to plan some big activity, so I try to give them some quiet activities so that the last period of the week is a quiet one, so that they leave with good feelings, and I leave with good feelings for the weekend. I try to do something that does not demand too much of my getting up-ticht, having to run around and having a lot of materials out, and I have to try to get them all put away and type of thing so that the kids get all up-tight by the end of the day, and I'm all up-tight which is no way to go off for the weekend. I don't really have that much energy left on a Friday afternoon so why take it out on them.

Section Two: Data Analysis

Analysis 1. What were the relationships existing between SIB's and general mood for lessons where general mood was highest and lowest for the six lessons?

Table I-2 gives the general mood ratings for Teacher I.

Table I-2. General Mood Scores for each lesson taught by Teacher I

	Lesson					
	R1	DT1	R2	DT2	R3	DT3
General Mood Score	2.41	2.10	2.45	2.14	2.32	2.23

In her interview on May 23, Teacher I related the following information:

(from the interview protocol, May 23, 1978, P.2)

> Well I think I was more uptight during the math lesson then I was during the reading lesson, plus I'm more tired too after lunch -- that makes a difference.

What was evident is that the afternoon did in fact make a difference for Teacher I. Table I-2 shows that her general mood score was lower for every afternoon session of the same day. The fact that Teacher I was "more tired after lunch" meant her general mood at the beginning of the math lesson was lower. What she said was consistent with the data.

Her lesson of highest general mood was R2. Her notation on the mood checklist for R2 said "payday and long weekend ahead!" The lesson of lowest general mood was DT. Of this she said "angry with students' behavior in lunchroom." She expanded her statements in the interview.

(From the interview protocol, May 23, 1978, p. 2):

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(From the interview protocol, May 23, 1978, p. 2):

> ...you see, we had special classes in the morning, so all I could do was give them reading. That does make a big difference, but I have never been able to make the administration see that because they've never had the experience of teaching. We live with it, but I was really more uptight because I got uptight with them in the lunchroom. A teacher was trying to talk to me and they were standing there being noisy and it really got on my nerves..

Table I.3 gives the comparison of SIB's for the two lessons. Seventy-eight percent of the supportive instructional behaviors for Teacher I were ranked high for her lesson of lowest general mood. For her lesson of high general mood, 11 percent of her behaviors were ranked high. What seemed to be the case was that her ranking of SIB's seemed more dependent on what Teacher I did

Table I.3. High and low SIB's for lessons of highest and lowest general mood

	High General Mood	Low General Mood
High SIB's	Monitoring	Accepting Attending Conviviality Cooperation Engagement Monitoring Optimism
Low SIB's	Accepting Cooperation Pacing Promoting Self-Sufficiency	Promoting Self-Sufficiency

instructionally and not on her general mood. DT1, the lesson of lowest general mood score, was one of her most supportive lessons. Teacher I reported that she controlled behaviors she knew would make her angry. In this sense, she controlled her mood.

(From the interview protocol, May 23, 1978, p. 1):

> It makes me angrier when I talk; the more I talk, the angrier I get. And it's difficult for me to let it go there and come back and be calm again with the children. It hasn't done anything. I find it difficult after scolding a child to come back to the group and talk in a normal voice. It's easier to say nothing at all, just to do something that stops whatever is annoying you.

Teacher I, despite the fact she was in a negative mood, knew how to behave so that her mood would not become worse. In fact, with this lesson, she did something that she "really had a lot of fun with" and her supportive instructional behaivor rankings show that it was a highly supportive lessons.

In her lesson of high general mood score, she reviewed

Table I.4

Comparison of Highest and Lowest Supportive Instructional Behavior Ranking (6 and 1) to General Mood Score for the Lesson During Which the Rank Occurred.

Comparison With Average General Mood for all Lessons	General Mood Score for Given Lesson	Lesson Ranked Low	Supportive Instructional Behavior	Lesson Ranked High	General Mood Score For Given Lesson	Comparison With Average General Mood For all Lessons
greater than	2.45	R5/26	Acceptance	DT 5/23	2.10	less than
less than	2.23	DT 5/30	Attending	R5/23	2.41	greater than
less than	2.23	DT 5/30	Conviviality	DT 5/23	2.41	greater than
greater than	2.45	R5/26	Cooperation	R 5/30	2.32	greater than
less than	2.23	DT 5/30	Engagement	R 5/26	2.45	greater than
greater than	2.32	R5/30	Monitoring	R 5/23	2.41	greater than
greater than	2.45	RT/26	Pacing	R 5/23	2.41	greater than
greater than	2.41	R5/23	Promoting Self-Suff	DT 5/26	2.45	greater than
greater than	2.41	R5/23	Optimism	R 5/30	2.32	greater than

suffixes and did high rates of monitoring. The task was difficult for her children and she seemed to be pushing them to achieve correct answers. She began the lesson with her highest general mood rating and thelesson was typified by low acceptance, cooperation, pacing, and promoting self-sufficiency. High mood did not mean highly ranked SIB's.

Analysis 2. What relationships existed between SIB's and general mood scores when SIB's were ranked highest and lowest?

Table I.4 gives the relationships of highest and lowest SIB rankings to the general mood scores for the lessons those rankings occurred in. Eighty-nine percent of the SIB's ranked highest on days when Teacher I's general mood was greater than her average general mood (2.28). Thirty-three percent of her SIB's ranked lowest on days when Teacher I's general mood was more than average, and were ranked lowest on days when Teacher I's general mood was less than average.

Analysis 3. What were the relationships existing between SIB's and recalled mood for lessons when recalled mood was highest and lowest for the teacher?

Teacher I had a difficult time recalled when her lesson of lowest recalled mood occurred. She related:

(From the interview protocol, May 30, 1978, p. 4):

Teacher: I think it was the first time you cam in, I mentioned I hadn't slept well...There's been something everyday that you have come in that has probably tended to either get me uptight or angry...

Observer: You never showed that you were in a bad mood.
I could never tell. I would never have known.

Because of this ambivalence, this analysis was incomplete. Nevertheless, the observers comment was significant. Despite Teacher I's statement that something had happened every day to make her "uptight," the fact was not know to the observer. As far as the observer could tell, Teacher I's mood was not a "bad mood."

Analysis 4. What relationships existed between SIB's and recalled mood socres when SIB's were ranked highest and lowest?

R3 was the lesson Teacher I recalled as having the highest mood. Cooperation and engagement were ranked high for this lesson. Teacher I could not recall a lesson of lowest mood during the observation period. She felt her lowest mood occurred during the acclimation observation and the data generated by this observation were not part of this study. Her other judgments of lowest recalled mood were too ambiguous for study.

Analysis 5. Did mood shifts occur for Teacher I. If so, what patterns of SIB's occurred before, during, and after the mood shift?

In the study, mood shift was identified by the presence of at least one of the two criteria that follow:

1. The teacher recalls in the interview protocol that a mood shift had occurred.
2. A series of teaching events related to specific children or a specific child changed dramatically such that children not previously involved in the events, reap the consequences of the events.

Teacher I experienced no mood shifts and none were identified in any of the protocols.

Analysis 6. What were the relationships among supportive instructional behaviors during the lessons taught by Teacher I?

Each SIB was forced ranked 1 (lowest) to 6 (highest) for its presence in each lesson taught by Teacher I. Table I.5 gives the results of this ranking. The interrelationships among SIB's for Teacher I are given in Table I.6. When a given SIB (acceptance) was rnked highest (6, DT1), other SIB's ranked high (5,6) and low (1,2) were also noted. When a given SIB (accpetance) was ranked lowest (1, R2), other SIB's ranked low (1,2) and high (5,6) were so noted.

Tables I.7, I.8, and I.9 related the high and low rankings of SIB's to each of the lessons Teacher I taught. Observation of these tables show that the lesson Teacher I 'really had a lot of fun" with the lesson where she demonstrated place value with the abacus, had the most number of SIB's ranked high. The lesson where she gave the arithemtic test had the most number of SIB's ranked low. Each of the SIB's ranked low for this lesson were ranked high for thelesson with the abacus.

For Teacher I, a high degree of acceptance also meant a high degree of attending, conviviality, cooperation, engagement, monitoring, and optimism. High acceptance also meant a low degree of promoting self-sufficiency. This same relationship was true when conviviality was ranked high. There were large clusters of SIB's rnaked high when acceptance and conviviality were ranked high.

Large clusters of SIB's ranked low occurred when attending,

Table I.5. Forced rankings for each SIB across six lessons taught by Teacher I

SIB's	Date 5/23		Date 5/26		Date 5/30	
	R	DT	R	DT	R	DT
1. Accepting	3	6	1	5	4	2
2. Attending	6	5	4	2	3	1
3. Conviviality	4	6	3	5	2	1
4. Cooperating	4	5	1	3	6	2
5. Engagement	1	5	3	4	6	2
6. Monitor	2	5	6	4	3	1
7. Pacing	6	4	2	3	1	5
8. Pro Self-Sufficiency	6	2	1	4	3	5
9. Optimism	1	5	3	6	2	4

Table I.6

Comparison of Supportive Instructional Behaviors when a Given SIB was ranked highest (6) and lowest (1)

SIB's ranked high when given SIB was ranked lowest	SIB's ranked low when given SIB was ranked lowest	Lessons Given SIB was ranked lowest	Supportive Instructional Behavior	Lessons Given SIB was ranked highest	SIB's ranked high when given SIB was ranked highest	SIB's ranked low when given SIB was ranked highest
Monitoring	Cooperation Pacing Prom. self suff.	1 5/26 R/2	Acceptance	6 5/23 DT/1	Attending Conviviality Cooperation Engagement Monitoring Optimism	Prom. Self-suff
Pacing Prom. self suff.	Accepting Conviviality Cooperation Engagement	1 5/30 DT/3	Attending	6 5/23 R/1	Pacing Prom. self-suff	Engagement Monitoring Optimism
Pacing Prom. self Suff.	Accepting Attending Cooperation Engagement Monitoring	1 5/30 DT/3	Conviviality	6 5/23 DT/1	Accepting Attending Cooperation Engagement Monitoring Optimism	Prom. self Suff.
Monitoring	Accepting Pacing Prom. Self suff.	1 5/26 R/2	Cooperation	6 5/30 R/3	Engagement	Conviviality Pacing Optimism
	Monitoring Optimism	1 5/23 R/1	Engagement	6 5/30 R/3	Cooperating	Conviviality Pacing Optimism
Pacing Prom. self-suff.	Accepting Attending Conviviality Cooperation Engagement	1 5/30 DT/3	Monitoring	6 5/26 R/2		Accepting Cooperation Pacing Prom. self-suff.
Cooperation Engagement	Conviviality Optimism	1 5/30 R/3	Pacing	6 5/23 R/1	Attending Prom. Self-Suff	Engagement Monitoring Optimism
	Acceptance Cooperation Pacing	1 5/26 R/2	Promoting Self-suff.	6 5/23 R/1	Attending Pacing	Engagement Monitoring Optimism
Attending Pacing Prom. self suff	Engagement Monitoring	1 5/23 R/1	Optimism	6 5/26 DT/2	Accepting Conviviality	Attending

Table I.7. Lessons observed during first observation with SIB's ranked high (5,6) and low (1,2) for each lesson

	Focus of Instruction	Characteristic Behaviors	SIB's ranked high	SIB's ranked low
Reading Lesson #1	1. reading starts late due to two special periods in AM. 2. teacher works with reading groups at front table 3. group one reads, then they review workbook pages 4. group two reads 5. rest of children work at seats	1. teacher very calm and quiet 2. children in classroom operate well with routines	attending pacing promoting self-sufficiency	engagement monitoring optimism
Difficult Time Lesson #1	1. teacher demonstrates place value using a type of abacus 2. several children write numerals on board. 3. children do worksheets and come to teacher's desk for help.	1. teacher and class supportive of board work. 2. teacher firm with Jason who keeps getting out of his seat. 3. quiet supportive work atmosphere in classroom.	accepting attending conviviality cooperation engagement monitoring optimism	promoting self-sufficiency

Table I.8. Lessons observed during second observation with SIB's ranked high (5,6) and low (1,2)

	Focus of Instruction	Characteristic Behaviors	SIB's Ranked high	SIB's ranked low
Reading Lesson #2	1. works with one reading group. 2. goes over suffixes 3. reviews comprehension of story	1. very directed teaching towards phonics rules 2. discussion held about visiting Burlington. 3. business-like atmosphere	monitoring	accepting cooperation pacing promoting self-sufficiency
Difficult Time Lesson #2	1. Teacher introduces symbols by talking about stop signs, etc. 2. introduction of graphing and pictograms. 3. children do worksheets at desks. 4. teacher leads discussion of graph interpretation.	1. teacher directs lesson from reading table. 2. deals with Jason's interruptions. 3. conviviality present in her occasional laughing and joking.	accepting conviviality optimism	

Table I.9. Lessons observed during third observation with SIB's ranked high (5,6) and low (1,2)

	Focus of Instruction	Characteristic Behaviors	SIB's ranked High	SIB's ranked Low
Reading Lesson #3	1. looks at children's papers and tells them what to correct 2. children draw when they finish their work 3. works a long time with Shane to get him started on his writing	1. teacher asks rapid fire questions 2. teacher seems upset with children's mistakes.	Cooperating Engagement	Conviviality Pacing Optimism
Difficult Time Lesson #3	1. teacher gives out arithmetic test 2. hands out papers for children to correct when they finish	1. answers children's questions about how to do sections of the test. 2. usually patient	Pacing Promoting self-sufficiency	Accepting Attending Conviviality Engagement Cooperation Monitoring

conviviality and monitoring ranked low. All three in addition to acceptance, cooperation, and engagement were ranked low when each was ranked lowest. These low rankings occurred during the time Teacher I gave her math test. When these SIB's were low, pacing and promoting self-sufficiency ranked high. This shows that during her testing situation, Teacher I kept her pace equal to the childrens pace and encouraged them to do well in their work.

Cooperation was an interesting SIB for Teacher I. When it ranked high, engagement was high and conviviality, pacing and optimism were low. This reflects Teacher I's desire to have her children cooperate among themselves and with her while maintaining a business-like atmosphere in the room. When cooperation was low, accepting, pacing, and promoting self-sufficiency were low. This was true for Teacher I's reading groups on May 26. Each child had to respond, whether they wished to or not, and whether they knew their work or not. All their responses were directed towards the teacher and there were few instances of children being encouraged to work ahead on their own. Cooperation among children was not a constant goal for Teacher I. It occurred only when she encouraged it. When she did, her children were engaged. When they were not engaged, Teacher I did not monitor their work or show much optimism towards their work.

When Teacher I monitored her children's work to a high degree, other SIB's were absent. This was true during the very directed teaching segment of R2.

(from the reading protocol, May 26, 1978, p.3)

The teacher said, "Okay, remember what -ed is? What do we call what we add at the end of a work?" Sam said, "pre---." The teacher said, "Not the beginning. In the beginning we have a prefix. Can you remember if I say what it begins with, the work begins with S." She wrote S on the board ... Frank said, "s." Sam repeated it in a lower voice. The teacher said, "Okay, what is the root work?"

The segment showed the absence of other SIB's. In this particular lesson, accepting, cooperation, pacing, and promoting self-sufficiency were ranked low.

Attending, pacing and promoting self-sufficiency formed a positive cluster. When each ranked high, all three ranked high. When they were ranked high, engagement, monitoring, and optimism ranked low.

In order to determine if Teacher I had consistent relationships among SIB's for high and low rankings, the direct and indirect relationships among SIB's were determined (Table I.10). The number of consistent realtionships establishes the relative strength and patterns of SIB's for Teacher I.

Direct Relationship: A given SIB is said to be in direct relationship with another SIB if the other SIB is high when the given SIB is highest, and low when the given SIB is lowest.

Indirect relationships: A given SIB is said to be in indirect relationship with another SIB if the other SIB is low when the given SIB is highest and high when the given SIB is lowest.

Table I.10 shows that for Teacher I, by far the strongest

Table I.10. Direct and indirect relationships for Supportive Instructional Behaviors

Supportive Instructional Behavior	SIB's in Direct Relationship	SIB's in Indirect Relationship
1. Acceptance	Cooperation	
2. Attending		
3. Conviviality	Accepting Attending Cooperation Engagement Monitoring	Promoting self suff.
4. Cooperation		
5. Engagement		
6. Monitoring		Pacing Promoting self suff. Engagement
7. Pacing		
8. Promoting self-sufficiency	Pacing	
9. Optimism		Attending

pattern of relationships existed for conviviality. When conviviality was ranked highest, so were acceptance, attending, cooperation, engagement, and monitoring. When conviviality was ranked lowest, the related SIB's followed suit. For Teacher I the dominant SIB was conviviality. Its presence or absence meant the presence or absence of a rather large block of SIB's. It also meant the children were on task (engagement). By itself, engagement has no other SIB's either in direct or indirect relationship to it.

Monitoring showed an indirect relationship to pacing and promoting self-sufficiency. This relationship is best shown by the following excerpt.

(from the reading protocol, May 30, 1978, p.3)

Nina said, "It's expecially." The teacher said, "That is not a work." She said this in a firmer, sharper voice." It's especially with an 's'. Oday, erase the period and correct 'especially." Nina sat down with her paper.

In this excerpt of Teacher I monitoring Nina's work, she was not pacing work to Nina's level or finding ways that Nina could learn to spell 'especially ' In short, her monitoring was high and her pacing and promoting of self-sufficiency were low.

The opposite would also be true. Teacher I showed high degrees of pacing and promoting self-sufficiency when she did little monitoring. When she monitored, she often told children the answers. When she didn't, she helped them find the answers for themselves.

What was interesting with pacing was its indirect relationship to engagement. With high pacing, engagement was low and vice versa. This could be explained by review Table I.7 and I.8. R1 showed low engagement resulting most likely from the children having had two special periods that day. In addition, Roy and Phyllis were not on task. This would explain a low score of engagement even though Teacher I was pacing her instruction in her reading lesson to the group. For R3, the reading phonics lesson, Teacher I was asking every direct questions to her students. They were not giving her the answer she wanted. They did not seem to understand (low pacing). Nevertheless they paid attention quite well because of their teacher's demand that they do so (high engagement).

Table I.10 was significant because of its empty spaces. With the exception of conviviality, Teacher I did not have many consistent linkages among her SIB's. Attending, engagement, and cooperation had no SIB's related to them directly or indirectly.

Section Three: Conclusions

1. Relationship of general mood to SIB's when general mood was highest and lowest.

Teacher I showed a decline in general mood score every afternoon when compared with her morning scores. This was consistent with her belief that she was more tired after lunch. Nevertheless, on her day of lowest general mood, she evidenced the highest number of SIB's ranked high. From her comments, it was evident that Teacher I controlled her teaching behaviors in two ways. First, she did not let a poor mood interfere with her supportive behavior. Second, she actively knew what teaching behaviors made her angry (for instance) and avoided using those behaviors. In this way she was able to control her mood. She avoided situations that made her mood worse.

2. Relationship between SIB's and general mood when SIB's were ranked highest and lowest.

In all but one instance (accepting), Teacher I's general mood was better than average for lessons where her SIB's were ranked highest. For three SIB's (attending, conviviality, engagement) the reverse was also true. Her mood was less than average when these SIB's were ranked lowest. This meant that Teacher I felt very positive when her SIB's ranked highest. By implication, if Teacher I concentrated on having high ratings of SIB's in her classroom instruction, her mood would be positive.

3. Relationship of recalled mood to SIB's when recalled mood was highest and lowest.

Teacher I had a difficult time remembering what had occurred in previous lessons. Therefore, her recalled mood data was suspect. Nevertheless, the comment by the observer in her final interview showed that the observer did not notice any negative fluctuations of mood. This was so despite the comment by Teacher I that every day something happened that made her "uptight". Once again, the disposition of Teacher I to control her teaching behaviors despite her mood was in evidence.

4. Relationship between SIB's and recalled mood when SIB's were ranked highest and lowest.

Recalled mood was not a strong variable for Teacher I. She had difficulty recalling high mood and low mood lessons. For her lesson of high recall mood, cooperation and engagement were ranked high. two SIB's, the analys proved the same regardless of general mood score or recalled mood. When each was highest, so were cooperation and engagement.

5. Mood shifts.

Teacher I had no mood shifts. This was not to say she didn't experience different moods. What it does say was that she was able to control her mood's effect on her teaching behavior. She did not let her mood interfere.

6. Relationships of SIB's to SIB's.

Teacher I had a large cluster of SIB's when acceptance ranked high. High acceptance also meant high attending, conviviality, cooperation, engagement, monitoring, and optimism. This same positive cluster also occurred when conviviality ranked high.

A third cluster occurred when attending, conviviality, and monitoring ranked low. All three in addition to acceptance, cooperation, and engagement were ranked low when each were ranked lowest.

These clusters related to the charactersistic of the lessons. The positive clusters were associated with a lesson that involved a highly motivating activity that the teacher "had fun" presenting. The negative clusters were associated with a testing situation.

Epilogue

When the data collection period was over, Teacher I responded (8/11/78) to a follow-up questionnaire about her participation in the research project. Her response was made without any research information being shared with her beyond that which occurred in the observer-teacher interview. She thought participation in the project did not "help my teaching as I carried on during the observation as I would usually do." She felt the protocols were helpful because "as I read them over last night, I did not remember some interactions. It was like watching yourself on a screen!" She felt the interviews were helpful because she was "able to clarify for the observer why(she) did certain things." Her agreement to participate reflected an opinion that definitely showed with her teaching. "It sounded like an interesting experiment. I had no doubts that a teacher's mood does affect her teaching."

TEACHER J

INTRODUCTION

Teacher J ran a classroom that showed she enjoyed her teaching. She was kind and pleasant to her second graders and supported their efforts to accomplish the work she prescribed for them with encouragement. The structure of her classroom reflected an orientation towards using groups and she did this both in reading and in mathematics, her most difficult subject. The rule structure in her room revolved around her need to have uninterrupted time with these groups. When she worked with her groups, the remainder of the children in the classroom worked in workbooks, filled out worksheets, or used some of the games available to them.

The context analysis of Teacher J's six lessons showed that her classroom instructional structure was consistent from lesson to lesson, that the children respected the rules established in the classroom, and that the anticipation that Teacher J showed towards her lessons created a feeling in her that affected her teaching in those lessons. Overall, Teacher J seemed to accomplish her instructional goals effectively in the way she wished and children found her classroom an accepting place for them to learn.

The data analysis for Teacher J revealed that she used supportive instructional behaviors in large clusters. For her lessons, several SIBs were clustered in their relative presence or absence. Her use of the SIBs was quite patterned.

The data analysis showed that Teacher J's mood affected her supportive instructional behavior directly. For lessons when she had a high general mood, she had more SIBs ranked high than low. For lessons when she had a low general mood, she had more SIBs ranked low than high. In general, her SIBs seemed to be more sensitive to her low moods than her high moods.

Finally, the analysis showed that Teacher J experienced mood shift on the day of her lowest general mood score. Things got worse on this day, and she had the lowest rankings of supportive instructional bheavior than she did for any day she was observed.

Section One: The Context

The District

The rural district was located forty miles distant from the nearest urban center. Situated amidst low rolling hills typical of Northwestern Vermont, it appears to the traveler as that part of Vermont that comes to mind when people say "Vermont is a state of mind." Travelers on the main roads would not see the rural poverty evident in the district. The traveller of dirt roads would. The schools in the district served a population scattered throughout the district in small villages. The people of the area worked either in nearby villages, or were involved in some aspect of the dairy cattle and farming industries. A small portion of the population traveled to the larger cities for employment. Six-hundred-ninety children attended three elementary schools spread across the length of the district and were taught by thirty-two faculty. Two of these schools had teaching principals and each school had its own school board, the latter being a characteristic of all small rural elementary schools in the state. Teacher J taught in R2, one of the three elementary schools in the district.

The School

School R2 was located in a small, rural Vermont town on a two-block one-way street perpendicular to the main business district. The school had 300 children. It was a one-story building shaped in an L. The long part of the L faced the road and contained the front of the school. On the left-

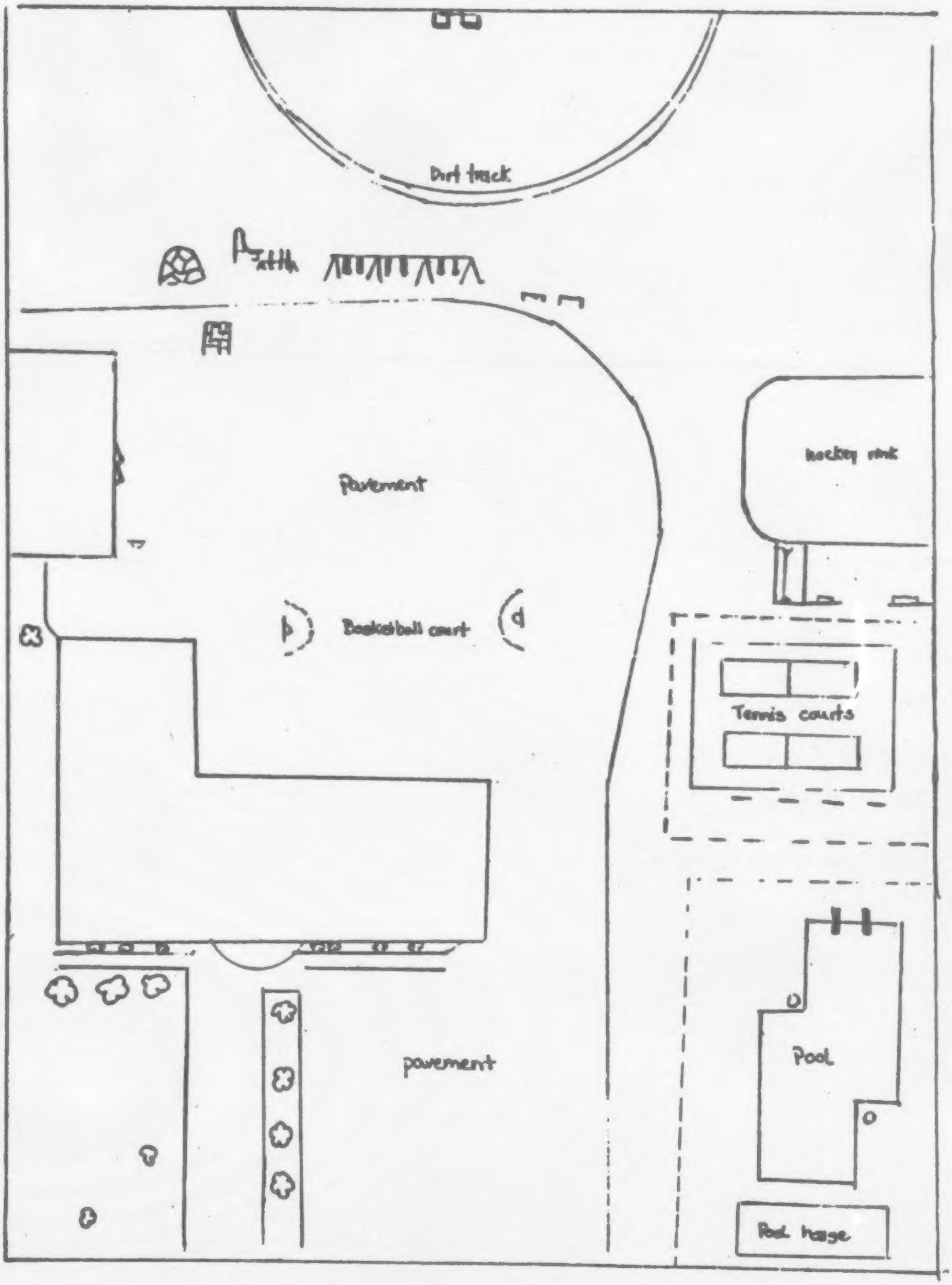


Figure J.1

School setting for Teacher J

hand side extending backwards was the small part of the L. In front of the school was the parking lot, to the left was green lawn and to the right was a public swimming pool, fenced in and unopened during the school year. The neighborhood consisted of a series of short streets with low to middle income housing located along those streets. All the houses were located across the street from the school. Directly behind the school was a paved playground. Behind that stretched green grass and fields. In the distance about one-half mile distant was the high school. Figure J.1 diagrams the setting of the school building.

Inside the front door to the right were school offices, two small rooms off a larger central room. The small rooms were office of the principal and the school nurses. In the center room was the school secretary. Down the hall from the offices was a small entrance way to the right which opened into the school gym which doubled as the cafeteria. During inclement weather the length of this front hall was used for play activities after lunch. The noise generated by these activities was disruptive for classrooms located off that hallway, some of which functioned during play time. The classroom of Teacher J was situated off this hallway. The back of this classroom faced the playground to the rear of the building.

Description of Classroom

Teacher J's classroom (Figure J.2) was located off the front hallway. The front door of the classroom opened from the hall-

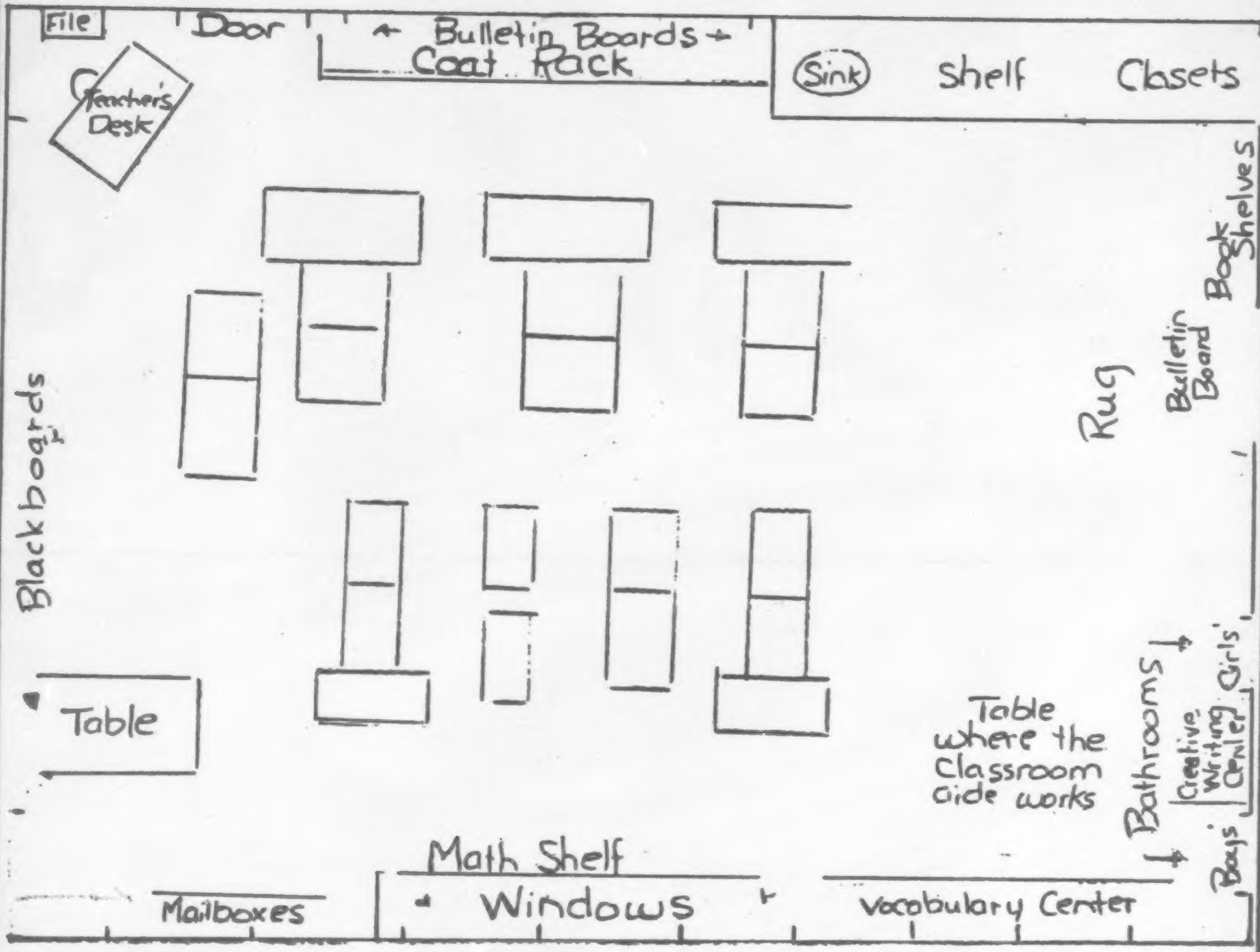


Figure J.2

Teacher J's classroom

way and windows at the rear of the room faced the playground behind the school. The room was dominated by groups of desks occupying the central section of the room. The desks were organized into groups of three, each group of three consisting of two desks side by side with a desk butted up against the end of one of these desks. To the left of the desks was a rug area bounded on one side by a sink, a series of shelves and storage closets. At the back of the rug against the left-hand wall of the classroom were bookshelves containing reading books, a bulletin board, and more bookshelves containing reading games, reading worksheets, and reading kits. To the right of the rug area was a creative writing center bounded on both sides by entrances to the bathrooms. In front of the creative writing center was a table where the classroom aide worked with individual children. Between the students desks and the windows in the classroom were shelves containing math games and other math activities. To the right of the students' desks was a work table where Teacher J conducted most of her group work. Against the wall next to the work table were chalkboards. Teacher J's desk was immediately to the right of the door which entered from the hallway.

The general atmosphere of the room was cheery. Bright colors abounded and the walls were covered with her own handmade bulletin boards. On one bulletin board was a bright calendar made by Teacher J and every day a child changed the date by putting a construction paper circle around the day of the week. The bulletin board near her desk was covered with pictures selected from magazines portraying people's faces and people interacting together. It was entitled "Feelings." The metal bookshelf housing math materials and math games was haphazardly arranged and used by the children independently. Many of the math games and manipulatives were hand-made by the teacher.

For reading, Teacher J used books from different reading series. She did much group work with the children's series from Reader's Digest and the Morgan Boy Mysteries. She made her own math worksheets and worked from math workbooks. The children had frequent opportunity to utilize the math games on their own and with the direction of the teacher.

The Teacher and Her Relationship to the Study

Teacher J was thirty years old and had been teaching for eight years. She said she enjoyed teaching second grade. She agreed to participate in this study because she "was interested in how moods affect the teacher's class." At the conclusion of this study, Teacher J commented about how she might have changed the project.

> (From the interview protocol, June, 1978, p. 18.)
>
> O: Is there anything that I could have done differently or the project itself could have done differently so you feel you would get more out of the project itself?
>
> T: My only suggestion is that maybe this time of the year is a bad time, you know, that we're at the end of the year, and I think the kids have really become used to me now.

> And it might have benefitted, I don't know, just seeing the difference at the beginning of the year and the middle of the year and the end of the year, something like that. . It might be interesting to see the difference because at the beginning of the year, you're just beginning to work with them and I know I have different moods at the beginning of the year. I'm more tense at times, because I don't know how they're going to work. Now, I know them. I know which ones are going to do what, and which ones are going to react which way, and I think maybe that might be a little different (at the beginning of the year). That's the only thing, otherwise I think everything's fine.

Opinions Regarding the Effect of Her Mood on Her Teaching

At the beginning of the study, Teacher J felt her mood did effect her classroom teaching. She reported on the initial teacher questionnaire, "When I'm harried, my classroom is, too." At the end of the study, however, her opinions about the effect of her mood on her teaching had expanded. Teacher J referred to her mood and its effect on her teaching in three different ways. The first way referred to situations when she came into the room excited about an activity she was going to do.

> (From the interview protocol, June 1, 1978, p. 16.)
>
> T: I think that when I'm really excited about something that they become excited about it and that our moods kind of work together and that we really do a good job and that everything works well.

When Teacher J did not feel excited about something she was going to do or when she was tense, she felt her mood had a somewhat different effect.

> (From the interview protocol, June 1, 1978, p. 16.)
>
> T: I think that when I'm unsure of myself, I become more tense and I think that they sense it and they sometimes demand more of me when I'm having a mood and I'm tense and

> not sure of what's going to happen. It seems that they seem to sense it and they seem to demand more and they come to me more, or want more from me. . .I think that when I'm in a bad mood I try to cover up, I try to say to myself, "Okay, I've got to forget this!" Whatever has caused me to be in a bad mood, maybe if I had had a bad start at home or something has happened here, I try to say to myself, "It's not their fault. I've got to snap myself out of it."
>
> O: Does that work?
>
> T: Sometimes it does, depending on what it was that caused the mood. Usually it works and in the first fifteen or twenty minutes, I can persuade myself that everything's going to be okay.

So, in addition to her opinions about how she behaved when she was in a good mood, or a bad mood, Teacher J also knew her mood was sometimes a result of an interaction with herself and the children.

> (From the final interview protocol, June 1, 1978, p. 18.)
>
> T:. . .I think they can change my mood, too. They can be really good and if I'm not quite in a good mood that can really change things. I can say, "Hey, they're really good today, let's see if I can get myself going for them."

So, regarding her mood affecting her teaching behavior, Teacher J knew that when she was in a good mood and excited, she could effect the kids in a similar way. When she was in a bad mood, and tense, she tried to cover up this mood. And when she was feeling so-so, neither really good nor really bad, she knew that if the children were excited about something, they could help change her from feeling mediocre to feeling really good about what she was doing.

Characteristics of the Teaching/Learning Environment

Teacher J was observed during her reading lessons which occurred first thing in her morning. The most difficult time for her during the day were her math lessons. These lessons occurred last thing in the morning, just before lunch. Table J1 gives the instructional events and climate in the classroom for both of these lessons during the three days Teacher J was observed.

Teacher J reported during her first interview several reasons why she felt math was her most difficult time during the day.

> (From the interview protocol, May 24, 1978, pp. 1, 2.)
>
> T: I know math is omething I worry about teaching. I want the kids to do their best in it, and I know it's one of my weaknesses. So I try to make them not have it one of their weaknesses. . .Math has always been my weakness and I've always tried very hard and I think sometimes, I overstress it to the children or I make it much more difficult for them because I'm anxious for them to do well.
>
> O: Is that why you felt this was the most difficult time of the day?
>
> T: Probably, and also because it's two groups and they're not able to be as independent as they are with the reading. I don't know why, but they just don't seem to be able to find enough things. They always seem to want someone right there, whereas with the reading, they're more apt to spend more time at their seats working or getting writing materials, whereas at math time, I'm constantly having to say, "What's the next step, what do you do next?". . .Some of them will sit there and struggle on a page all morning. And just not go on to the next one until they see that I'm free. They're hollering, they're waiting for me to come running.

Instructional Pattern

Instructionally, Teacher J used essentially the same techniques in math as she did in reading. Reading time began after the opening exercises each morning. For the three days she was

Table J.1

Synopsis of lessons observed for Teacher J

DAYS OF OBSERVATION

		May 24	May 26	June 1
READING LESSON	Instructional Events	1. teacher expressively presents poem on board to entire class 2. calls reading group 3. reviews previous story 4. previews present story 5. presents vocabulary words 6. passes out worksheets 7. children return to seats to work.	1. teacher presents poem to whole group. 2. works with reading group #1. 3. reviews previous story 4. reads new story 5. reviews worksheets to be done 6. presents vocabulary words	1. works with reading group #1 2. reviews previous story 3. orientation to new story 4. presentation of new words 5. orientation to workbook activities
	Classroom Climate	1. teacher very supportive with students copying poem. 2. focuses on children who don't listen. 3. children seem to like stories.	1. teacher excited about new story. 2. doesn't allow children to go beyond her pace.	1. teacher keeps children on task. 2. children reminded about rules. 3. teacher removes objects that interrupt concentration.
DIFFICULT TIME LESSON	Instructional Events	1. gives children review sheets 2. calls math group 3. leads them through measuring exercise with pencils. 4. passes out worksheets 5. sends them back to seats.	1. passes out worksheets to entire group. 2. directs group 2 to rug area. 3. uses measuring cups to determine equivalencies. 4. children complete measuring by themselves. 5. group returns to seats to finish worksheet.	1. teacher works with math group #2. 2. uses pieces of felt to explain fractions. 3. passes out two sets of worksheets and takes children through examples.
	Classroom Climate	1. teacher limits distractable materials. 2. moves Bill next to her 3. teacher monitors very closely	1. teacher frustrated because she didn't complete explanation to children in larger group. 2. voice is high and shrill. 3. often checks behavior of children in larger group.	1. Phillip and Bill are problems. 2. Jon rushes ahead on worksheets. 3. teacher supportive of Bill.

observed, Teacher J presented a poem to the children that she had written on the front board. After reading and discussing the poem, Teacher J handed out paper and the children as a group had to copy the poem from the board in their best handwriting. Then Teacher J would call a reading group to the front table. The remainder of the children would stay at their seats completing work that had been assigned in reading the previous day. With her reading group, Teacher J would review the story read on the previous day, preview the new story to be read on this day, present new vocabulary words to the children, hand out a variety of worksheets (usually two sets) that were to be used in conjunction with the story, and then send the children back to their seats to work. Following this the second reading group would be called to work with her.

During math period, the same format was followed. Some children would remain in their seats working on worksheets while Teacher J worked with another group of children at the front table. Two of the observed lessons saw Teacher J moving from the use of manipulatives to explain concepts she wanted to teach to the use of worksheets to practice what she had taught in groups. Examination of Table 1 will show that this pattern of instructional events was true for every case of reading and math observed in her classroom.

Classroom Rules

In order for her classroom to run smoothly, Teacher J realized that the time she spent with groups must not be interrupted by other children asking her questions. For this reason she had rules governing interruptions.

> (From the reading protocol, May 24, 1978, p. 9.)
>
> T: But they know that they aren't supposed to bother me. If I am working with a group I've told them that they are only supposed to come and see me if they are sick or dying. And usually, they're good about it.

What happened when a child interrupted her at a group? More often than not, the child was pointedly ignored.

> (From the difficult time protocol, May 24, 1978, p. 5.)
>
> Sally is yelling from the back of the room. "Mrs. ________, Mrs. ________." The teacher looks up and says, "I don't hear you." The teacher looks down again and talks to Jennie she's working on.
>
> (From the difficult time protocol, May 26, 1978, p. 5.)
>
> Sam has walkied to the teacher from being in his seat in the room. The teacher waves her hand at him and says, "I can't hear you Sam." Sam goes back to his seat. She is now talking about the time measures and talking about being in a store and if anything comes in that small container.

During the time of observations, no child was rebuffed as in these excerpts.

A second characteristic that fell within the rule structure of Teacher J's room concerned her desire for children to focus on what they were supposed to do and not to bother other children while they were working together. Bill was a very active child in her room. Unless he was seated next to her during group activities, he squirmed in his chair and often distracted other children. During the difficult time lesson on June 1st, Bill, seated across the table from the teacher, would not sit still. After three separate reminders from the teacher, Bill was sent from the group to go back to his desk in the classroom. Teacher J clearly wanted children paying attention to the work she did with them. However, for Teacher J being sent out of the group didn't necessarily mean always out of the group. Several moments later Teacher J invited Bill to come back and work in the group again. This incident underlined two important characteristics of Teacher J's teaching. One characteristic was her constant awareness of childrens' behavior and work patterns both with the group she worked with and the other groups at work in the classroom at large. The second characteristic was her kindness, her basic acceptance of children that allowed her to invite them back to a work session once they were behaving the way they should. Her reasoning with this second characteristic is shown by the excerpt from the interview protocol on June 1, p. 6.

> T: I felt badly that he wasn't giving the others a chance. I felt they were trying so hard and he wasn't being fair to them. He wasn't giving them a chance to become involved. He wanted to be the center of attraction.
>
> O: Right, did you feel distracted after he had left the group?
>
> T: No, I was concerned to see what his reaction was going to be. I was afraid if I sat back he was going to bug everyone around him and then he was going to be in just as much trouble as he was at the table. But when I saw that he knew that I really meant it, I then said, I've got to give him the chance to come back because he had been so quiet.

Her work in small groups afforded Teacher J the opportunity to continually check the correctness of the work her children accomplihsed. The following excerpt showed her style in doing this.

(From the classroom protocol, May 24, 1978, pp. 4, 5.)

> She then leaves him to try another problem and turns to Jennie and says, "Okay, how are you doing, Jeannie?" They are now going over the problems together. She looks at Paul and says, "Paul, are you watching? You're getting the wrong answer." She goes over it again. She says, "Okay, try the next one by yourself." She's looking at everyone's paper, glances at Jennie's paper and says, "No, Jennie, I see your mistake right away." She touches Bill and says, "Could you switch your seats for a minute?" He switches seats with Jennie so that Jennie is sitting next to the teacher. The teacher now leans over and explains what she sees Jennie doing wrong. Then she says, "Good girl." Jennie does another one. The teacher says, "That's okay, do it again." She then turns to Pam, and says, "Okay, are you all set, Pam?" She then says, "Good."

This was a typical example of Teacher J's style when her children were working in a small group.

In summary, the rules which governed the behavior of children in her classroom flowed directly from Teacher J's style of organization. In order to carry out effective small group instruction, Teacher J needed to have children not involved in her small groups meaningfully occupied. In addition, it was necessary for them to know not to interrupt her when she was with the small groups. It was clear from the observations carried out in her room that this system of instruction worked effectively.

Effects of Poor Organization

Probably the worst time for Teacher J during the period of observations was during a most difficult time lesson. She had planned to work with a math group and wanted them to use measuring cups to decide equivalencies in liquid measurement. Her plan was to have them use the measuring cups at the sink and complete a worksheet simultaneously. While she was engaged with this group, she intended the rest of the children in the classroom to be at their seats working on a separate worksheet. At the beginning of this exercise, the observer noted the following.

> (From the difficult time protocol, May 26, 1978, p. 1.)
>
> She is talking to the people who just did page one on the worksheet and telling them that she is going to do a group first and then she's going to work with them. She looks to the back of the room and says,"Phillip, what do you need help on?" She is talking quickly and sharply and fairly loudly as well. She says, "Phillip, what do you need help on? That's carrying and borrowing." She is speaking in a very high voice. I could almost say that it was shrill. She's waving her hands.

The observer noticed that her voice level changed dramatically and knew from previous observations that this indicated an increased tenseness on Teacher J's part. The following excerpt from the interview at the end of this day tells what was happening with Teacher J at this moment of her lesson.

> (From the interview protocol, May 26, 1978, p. 8.)
>
> O: How did you feel at that point?
>
> T: Frustrated, because I had forgotten, to tell you the truth, that they were going to need help. I told them yesterday that I would help them because there's about four or five of them that needed help on that worksheet and I had forgotten it. And when I passed out the papers, they said, "You said you were going to help us today." And I went, "Oh, no," because I thought, "I've got to help the kids with the water, how am I going to help them with the worksheet?" And I knew they were going to keep bugging me, you know, they were going to keep after me, so I thought, "Oh." And that was the only page to do because I thought that was one thing that they were stuck on so I thought, "Oh, Oh." So it really did sort of change my mood. I really began to think, "This is going to get worse than I thought."

For Teacher J, this situation had all the elements of those occurences that made her tense. One, it was the math lesson and she felt less confident about math; two, her activity with the group involved more movement than usual because the group was using cups and water and worksheets; three, she had given some of the rest of the children a worksheet that they were unprepared for; and four, she had forgotten to help a group of children she had promised to help on the previous day. Teacher J was clear in her interview that the situation which arose during this lesson was her responsibility. She was also very clear that this kind of situation was one that made her very uncomfortable and tense. The tenseness was picked up by the observer in the pitch and tone of Teacher J's voice.

Anticipation of Lessons

The final point to be made about the characteristics of Teacher J's teaching and learning environment concerns her anticipation. It seemed that when she approached a lesson that she felt confident about, Teacher J was calm and relaxed and excited about what she was going to do. Her voice reflected a calm accepting tone. However, when she approached a lesson that she anticipated difficulty with, as in the case with all her math lessons, she became more tense and her voice became louder and pitched higher. The observer and teacher spoke of this during the May 26 interview, (p. 7.).

O: I get the idea that you sometimes anticiapte.

T: I think "what's going to happen?"

O: You anticiapte positively when you have the energy and it seems like it helps.

T: It's true, yeah.

> O: And that leads right into math where you anticipated a very difficult time and decided you were going to be serious and tense, and were. I'm going to make a comment about that, that the most strong way that I could tell about your mood change was the tonal quality of your voice.
>
> T: I noticed that too. . .And I think if you think of my tone when I'm doing the reading, I'm much louder and tense, really tense.

Clearly, Teacher J was aware of the effect her anticipatory behavior had on her teaching behavior. She went on to say that when she was more tense she perhaps overreacted a bit with certain children's requests, and rushed through her lessons more rapidly than normal.

Section Two: Data Analysis

Analysis 1. What were the relationships existing between SIBs and general mood for lessons where general mood was highest and lowest for the six lessons?

Table J.2 gives the general mood ratings for Teacher J for each lesson she taught.

Table J.2. General mood score for each lesson observed for Teacher J

Lessons	May 24, 1978		May 26, 1978		June 1, 1978	
	R1	DT1	R2	DT2	R3	DT3
General Mood Score	2.86	2.68	2.50	2.32	2.41	2.36

Teacher J stated in her first interview that teaching mathematics was her most difficult time during the day because she was "unsure of herself" in math and therefore usually "tense". Table J.2 shows that for every mathematics lesson (DT), her general mood score was less than for the reading lesson taught on the same day. This is true despite the fact that in her schedule, math occurred in the morning immediately following reading.

Table J.3 gives the comparisons of SIBs for the lessons she taught when her general mood was highest (R1) and lowest (DT2). What can be seen in Table J.3 is that Teacher J's lesson of highest general mood had more SIBs ranked high than low. And, her lesson of lowest general mood had more SIBs ranked low than high. Overall, her lesson of lowest general mood had more SIBs ranked low than her lesson of highest general mood had SIBs ranked high.

Table J.3. High and low SIBs for lessons of highest and lowest general mood

	Lessons	
	Highest General Mood	Lowest General Mood
SIBs ranked high	attending conviviality engagement	promoting self-sufficiency
SIBS ranked low	promoting self-sufficiency optimism	accepting attending conviviality monitoring pacing optimism

Analysis 2. What relationships existed between SIBs and general mood scores for lessons when SIBs were ranked highest and lowest?

Table J.4 gives the General Mood Scores for each SIB for each lesson where the SIB was ranked highest and lowest.

Table J.4. General mood scores for lessons where SIBs were ranked highest and lowest

Comparison With Average General Mood (M=2.52)	General Mood Score	Lesson Ranked Lowest	Supportive Instructional Behavior	Lesson Ranked Highest	General Mood Score	Comparison With Average General Mood (M=2.52)
less than	2.32	DT2	acceptance	DT3	2.36	less than
less than	2.32	DT2	attending	R1	2.86	greater than
less than	2.32	DT2	conviviality	R2	2.50	equal to*
greater than	2.68	DT1	cooperation	DT3	2.36	less than
greater than	2.68	DT1	engagement	DT3	2.36	less than
less than	2.36	DT2	monitoring	DT3	2.36	less than
less than	2.41	R3	pacing	R2	2.50	equal to*
greater than	2.86	R1	promoting self sufficiency	DT3	2.36	less than
less than	2.32	DT2	optimism	R2	2.50	equal to*

---

*rounded to nearest tenth

Four SIBs were ranked highest on days when her general mood was higher than or equal to her average general mood. Six SIBs were ranked lowest on days when her general mood was ranked lower than her average general mood. Four SIBs (attending, conviviality, pacing, and optimism) were ranked highest for lessons when her general mood was higher than or equal to her average general mood and lowest for lessons when her general mood was less than her average general mood.

Analysis 3. What were the relationships existing between SIBs and recalled mood for lessons when recalled mood was highest and lowest for Teacher J?

Teacher J recalled R1 as her lesson of highest mood. She could not decide which lesson on June 1 (R3, DT3) was her lesson of lowest recalled mood. Therefore, this analysis is incomplete because of her decision. Nevertheless, it can be seen from examining Table J.2 that her lesson of highest recalled mood was also her lesson of highest general mood (2.86). It is also important to note that both general mood scores of June 1 (R3 = 2.41, DT3 = 2.36) were lower than her general mood score for her highest recalled mood lesson.

Analysis 4. What relationship existed between SIBs and recalled mood scores for lessons when SIBs were ranked highest and lowest?

For R1, the lesson Teacher J recalled as having been in the highest mood, attending was ranked highest and promoting self-sufficiency was ranked lowest. Because Teacher J could not recall a specific lesson when her mood was lowest, no analysis was appropriate for this case.

Analysis 5. Did mood shifts occur for Teacher J? If so, what patterns of SIBs occurred before, during, and after the mood shift?

In the study, mood shift was identified by the presence of at least one of the two criteria that follow.

1. The teacher recalls in the interview protocol that a mood shift had occurred.
2. A series of teaching events related to specific children or a specific child changed dramatically such that children, not previously involved in the events, reap the consequences of the events.

According to criterion No. 1, Teacher J experienced a mood shift during this most difficult time on May 26, 1978. She reported this in her interview at the end of the day.

(From the interview protocol, May 26, 1978, p. 8.)

Observer: In the beginning there was a lot of noise, a real lot of noise. I think you were just trying to talk over the noise, which gave your voice a shrill quality, that you had the entire time in different degrees. Right after that, you were telling Robby, Sarah and Karen that they had page one to do and you said, "I can't help you right away." How did you feel at that point?

Teacher: Frustrated, because I had forgotten, to tell you the truth, that they were going to need help. I had told them yesterday that I would help them because there's about four or five of them that needed help on that and I had forgotten it, and then when I passed out the papers, they said, "You said you were going to help us today," and I went, "Oh, no," because I thought, "I've got to help the kids with the water, how am I going to help them?" And I knew they were going to keep bugging me, you know. They were going to keep after me, so I thought, "Oh!" And that was the only page to do because I thought it was the one thing they were stuck on, so I thought, "Oh-h!" So, it really did sort of change my mood. I really began to think, "This is going to get worse than I thought." So then I passed out that other sheet and said, "Work on this and I'll help you."

Observer: You sort of covered it up as. . ."

Teacher: Yes, I was hoping they would take that as a good excuse and knew that I would be back to them.

It was clear from reading the classroom protocol that the mood shift occurred right at the beginning of the lesson. Evidently, Teacher J realized she had "forgotten" to help that certain group of students as the lesson began. What transpired was that the students were asking her for help when she needed to be with her math group.

The classroom protocol showed this to be true.

(From the classroom protocol, May 26, 1978, p. 1.)

> She is talking loudly because there is a lot of noise in the room. She is now passing out the worksheets; the noise level is one. While she is passing out the worksheets, she is discussing what she's going to be doing during the math period. Also, while she's walking around, passing the worksheets out, different students are running up to her and asking her questions about what's on the sheet. She says, "Wait a minute, wait a minute! I can't answer everything at the same time." Two new students come up to her. She says, "Sit down a minute." She is standing towards the back of the room, facing towards the front of the room, and says, "Sam, just the front page, and Robby, Sarah and Karen." She is telling them just to do the first page of this particular worksheet. The noise level is two. The teacher says, "Sh-h-h! Hey!" She says that loudly. She looks over and says, "Jon, you have some on the top of your desk."

The result of disorganization can be heard in her voice.

> She looks to the back of the room and says, "Phillip, what do you need help on?" She is talking quickly and sharply and fairly loud as well. She says, "Phillip, what do you need help on? That's carrying and borrowing." She is speaking in a very high voice. I could almost say that it was shrill. She's waving her hands. Phillip says something that I don't hear and she says, "Yes, you do know how to do it. You did it yesterday on the worksheet." (page 1.)

She does get her math group organized and they do carry out their activities. Teacher J, however, is torn between instructing the group in their measuring activities and scanning the room, telling other children what they should be doing.

> The teacher turns her head towards the people who are sitting at the desk and doing the worksheets and says,

> "Karen, you have something to do, don't you? So turn around." When she says that, she says that loudly and sharply. She nods and turns her head back to the group. (page 3.)
>
> They are back at the sink and the teacher has turned again from the group and says, in a loud voice again, "Sam and Jon, does that have anything to do with math?" Chris and Donny are standing next to the coat rack, talking. (page 4.)

The math period ended twenty-five minutes later and, after one final statement to a child to settle down, Teacher J was able to turn her attention to the other group of students who needed it.

> As the teacher is going to the front of the room, Robby begins to run up. The teacher holds her down in her seat and says, "You are not going to a fire." Robby is sitting in her seat, she cocks her head, she is pouting. She puts out her lower lip, sighs and looks down. The teacher has now walked to the front of the room and says, "I'll now work with Robby, Sarah, Karen and Sam, all the people who were working on the first page of the math sheets." (page 4.)

Two points are necessary to make about this lesson. First, it was her lesson of lowest general mood. Teacher J was feeling less pleased, less witty, more serious, more tense, more insecure, more overwhelmed, and less calm as this lesson began than she was for the reading lesson, which began only an hour earlier.

Second, her rankings of SIBs were lower for this lesson than any other lesson she taught. Only promoting self-sufficiency was ranked high (5) and this represented her attempt to get the children at their seats to do their work on their own. Otherwise, accepting, attending, conviviality, monitoring, pacing, and optimism were all ranked low (Table J.5). Given the fact that her mood shifted at the beginning of this lesson, it was not possible to see how the SIBs varied before, during, and after

Table J.5. Rankings of SIBs for each lesson taught by Teacher J

Observed Lessons Taught by Teacher J

Supportive Instructional Behavior	May 24, 1978		May 26, 1978		June 1, 1978	
	R1	DT1	R2	DT2	R3	DT3
1. acceptance	4	2	5	1	3	6
2. attending	6	2	5	1	3	4
3. conviviality	5	2	6	1	4	3
4. cooperating	3	1	2	4	5	6
5. engagement	5	1	4	3	2	6
6. monitoring	4	5	3	1	2	6
7. pacing	3	4	6	2	1	5
8. promoting self-sufficiency	1	3	4	5	2	6
9. optimism	2	3	6	1	4	5

the mood shift. The SIBs as they ranked for this lesson were ample indication of the effect her mood had on her supportive instructional behavior.

Analysis 6. What were the relationships among supportive instructional behaviors during the lessons taught by Teacher J?

Each SIB was force ranked for its relative presence in each lesson taught by Teacher J. Table 5 gives the results of this ranking. In order to tie these rankings to the context of each lesson, Tables J.6, J.7, and J.8 combine the information given in Table J.1 (instructional events and classroom climate for each lesson) with the SIBs ranked high and low for each lesson. Tables J.6, J.7, and J.8 are a combination of qualitative information, derived from classroom protocols, and quantitative information, derived from rankings also using classrom protocols.

Table J.6. Teacher J's lessons taught during first observation (May 24) with SIBs ranked high (5.6) and low (1, 2) for each lesson

	Instructional Events	Classroom Climate	SIB's ranked high	SIB's ranked low
Reading Lesson (R2)	1. teacher presents poem to whole group 2. works with reading group #1 3. reviews previous story 4. reads new story 5. reviews worksheets to be done 6. presents vocabulary words	1. teacher excited about new story 2. doesn't allow children to go beyond her pace	accepting attending conviviality pacing optimism	cooperating
Difficult Time Lesson (DT2)	1. passes out worksheets to entire group 2. directs group 2 to rug area 3. uses measuring cups to determine equivalencies 4. children complete measuring by themselves 5.--group returns to seats to finish worksheet	1. teacher frustrated because she didn't complete explanation to children in larger group 2. voice is high and shrill 3. often checks behavior of children in larger group	promoting self sufficiency	accepting attending conviviality monitoring pacing optimism

Table J.7. Teacher J's lessons taught during second observation (May 26) with SIBs ranked high (5.6) and low (1, 2) for each lesson

	Instructional Events	Classroom Climate	SIB's ranked high	SIB's ranked low
Reading Lesson (R1)	1. teacher expressively presents poem on board to entire class 2. calls reading group 3. reviews previous story 4. previews present story 5. presents vocabulary words 6. passes out worksheets 7. children return to seats to work	1. teacher very supportive with students copying poem 2. focuses on children who don't listen 3. children seem to like stories	attending conviviality engagement	promoting self sufficiency optimism
Difficult Time Lesson (DT1)	1. gives children review sheets 2. calls math group 3. leads them through measuring exercise with pencils 4. passes out worksheets 5. sends them back to seats	1. teacher limits distractable materials 2. moves Bill next to her 3. teacher monitors very closely	monitoring	accepting attending conviviality cooperating engagement

Table J.8. Teacher J's lessons taught during third observation (June 1) with SIBs ranked high (5, 6) and low (1, 2) for each lesson

	Instructional Events	Classroom Climate	SIB's ranked high	SIB's ranked low
Reading Lesson (R3)	1. works with reading group #1 2. reviews previous story 3. orientation to new story 4. presentation of new words 5. orientation to workbook activities	1. teacher keeps children on task 2. children reminded about rules 3. teacher removes objects that interrupt concentration	cooperating	engagement monitoring pacing promoting self sufficiency
Difficult Time Lesson (DT3)	1. teacher works with math group #2 2. uses pieces of felt to explain fractions 3. passes out two sets of worksheets and takes children through examples	1. Phillip and Bill are problems 2. Jon rushes ahead on worksheets 3. teacher supportive of Bill	accepting cooperating engagement monitoring pacing promoting self sufficiency optimism	

Reading through these Tables gives the reader a more highly developed sense of what was happening in each of the lessons because this analysis impacts both qualitative and quantitative information. For example, DT, the math lesson where the children used rulers to measure objects before they completed written worksheets concerned with these objects, was qualitatively characterized as "teacher limiting distractable materials" and "teacher monitors very closely." The analysis of SIBs for that lesson showed monitoring ranked high, and accepting, attending, conviviality, cooperation, and engagement ranked low. Clearly, in this instance, one example implied the other.

Similarly, for R2, a reading lesson that the teacher was "excited about", and one in which she didn't "allow children to go beyond her pace", accepting, attending, conviviality, pacing, and optimism were ranked high and cooperation was ranked low. Again, one analysis implied the other.

Examples such as these can be found throughout Tables J.6, J.7 and J.8.

In order to look solely at the SIBs and their variation for Teacher J, Table J.9 was created. It shows how the SIBs varied among themselves for the lesson where a given SIB was ranked highest and lowest. What can be observed from this table are clusters of SIBs that varied similarly for certain lessons. For example, for the lesson that acceptance ranked highest (DT3), cooperation, engagement, monitoring, pacing, promoting self-sufficiency, and optimism ranked high. For the lesson that cooperation ranked highest (DT3), accepting, engagement, monitoring, pacing, promoting self-sufficiency, and optimism were ranked high. The same was true of engagement, monitoring, and promoting self-sufficiency. When each of these was ranked highest, the other SIBs in this cluster ranked high.

A second positive cluster involves optimism, pacing, and conviviality. When each of these ranked highest, accepting, attending, conviviality, pacing, and optimism were ranked high.

Teacher J had negative clusters as well. For example, when accepting ranked lowest, attending, conviviality, monitoring, pacing, and optimism were ranked low. When each of the SIBs in this cluster were ranked lowest, the other SIBs were ranked low. Likewise, when cooperation and engagement ranked lowest, accepting, attending, (cooperation), conviviality, and (engagement) were ranked low.

Table J.9. Relationships among SIBs for Teacher J when SIBs are ranked highest (6) and lowest (1)

SIB's ranked high when given SIB was ranked lowest	SIB's ranked low when given SIB was ranked lowest	Lessons Given SIB was ranked lowest	Supportive Instructional Behavior	Lessons Given SIB was ranked highest	SIB's ranked high when given SIB was ranked highest	SIB's ranked low when given SIB was ranked highest
promoting self-sufficiency	attending conviviality monitoring pacing optimism	DT2 5/26	ACCEPTANCE	DT3 6/1	cooperation engagement monitoring pacing promoting self-sufficiency optimism	
promoting self-sufficiency	accepting conviviality monitoring pacing optimism	DT2 5/26	ATTENDING	R1 5/24	conviviality engagement	promoting self-sufficiency
promoting self-sufficiency	accepting attending monitoring pacing optimism	DT2 5/26	CONVIVIALITY	R2 5/26	accepting attending pacing optimism	cooperation
	accepting attending conviviality engagement	DT1 5/24	COOPERATION	DT3 6/1	accepting engagement monitoring pacing promoting self-sufficiency optimism	
	accepting attending cooperation conviviality	DT1 5/24	ENGAGEMENT	DT3 6/1	accepting cooperation monitoring pacing promoting self-sufficiency optimism	
	accepting attending conviviality pacing promoting self-sufficiency	DT2 5/26	MONITORING	DT3 6/1	accepting cooperation engagement pacing promoting self-sufficiency optimism	
	engagement monitoring promoting self-sufficiency	R3 6/1	PACING	R2 5/26	accepting attending conviviality optimism	
attending conviviality engagement	optimism	R1 5/24	PROMOTING SELF-SUFFICIENCY	DT3 6/1	accepting cooperation monitoring pacing optimism engagement	
promoting self-sufficiency	monitoring pacing accepting attending conviviality	DT2 5/26	OPTIMISM	R2 5/26	accepting attending conviviality pacing	cooperation

Several inverse relationships among the SIBs were noted. When attending ranked highest, promoting self-sufficiency and optimism were ranked low. When attending ranked lowest, promoting self-sufficiency was ranked highest.

When conviviality was ranked highest, cooperation was ranked lowest. When conviviality was ranked lowest, promoting self-sufficiency was ranked highest.

Thus far, the relationships among SIBs for lessons where each SIB has been ranked highest and lowest have been analyzed.

The next question examined was: were there SIBs that varied consistently when a given SIB was ranked highest and lowest? These relationships have been termed "direct and indirect relationships".

> Direct Relationship: A given SIB is said to be in direct relationship with another SIB if the other SIB is high when the given SIB is highest, and low when the given SIB is lowest.
>
> Indirect Relationship: A given SIB is said to be in indirect relationship with another SIB if the other SIB is low when the given SIB is highest, and high when the given SIB is lowest.

Table J.10 lists the direct and indirect relationships among SIBs for each SIB.

Table J.10. Direct and indirect relationships for Teacher J

Supportive Instructional Behavior	SIBs in Direct Relationship	SIBs in Indirect Relationship
1. accepting	monitoring pacing optimism	
2. attending	conviviality	promoting self-sufficiency
3. conviviality	accepting attending pacing optimism	
4. cooperation	accepting engagement	
5. engagement	accepting cooperation	
6. monitoring	accepting pacing promoting self-sufficienty	
7. pacing		
8. promoting self-sufficiency	optimism	
9. optimism	accepting attending conviviality pacing	

Conviviality and optimism had the largest number of direct relationships. Accepting, attending, pacing, and optimism were ranked high when conviviality was ranked highest, and low when conviviality was ranked lowest. Accepting, attending, pacing, and conviviality were ranked high when optimism was ranked highest and low when optimism was ranked lowest. Pacing had neither direct or indirect relationships with any other SIB. Attending, in addition to being in direct relationship with conviviality, had the only indirect relationship evidenced by Teacher J. When attending was highest, promoting self-sufficiency was ranked low, and when attending was ranked lowest, promoting self-sufficiency was ranked highest.

Section Three: Conclusions

1. Relationship of general mood to SIBs when general mood was highest and lowest (Questions 1 and 2).

Teacher J's use of supportive instructional behavior was related to her mood in a consistent direction. Three SIBs were ranked high when her general mood was highest and six SIBs ranked low for the lesson where her general mood was lowest.

Her lesson of lowest general mood was linked to a flaw in her instruction. As related in her interview protocol, Teacher J noted that she had forgotten to give a group of children some help for a series of problems they would be completing on a worksheet. Because this group of children needed to be working independently while Teacher J worked with a math group during this lesson, they were unable to do so and therefore were perceived by Teacher J to be a disruptive element in the classroom during her lesson to her math group. Remembering this just prior to the lesson affected her mood and her use of supportive instructional behaviors during her work with the math group.

2. Relationship of general mood to SIBs ranked highest and lowest (Question 2).

The stronger relationships were revealed for the lessons where SIBs were ranked lowest. 67% of the SIBs were ranked lowest on days when Teach J's general mood was less than when her general mood was greater than or equal to her average general mood.

These findings are consistent with the findings for question two. In both cases (questions 4 and 2) the findings show that

Teacher J's days of lowest general mood show lower rankings of SIBs than her days of highest general mood. Teacher J's supportive instructional behavior seems to be more effected by states of lower mood than higher mood.

3. Relationship of recalled mood to SIBs when recalled mood was highest and lowest (Questions 3 and 4).

The analysis was incomplete because Teacher J could not identify the lesson of lesson recalled mood. Rather, she said June 1 was her day of lowest mood. Because of this, it was not possible to make a meaningful comparison of SIBs.

However, examining her general mood scores for these lessons does allow some conclusions to be made. Despite the fact that she identified an entire day as her recalled low mood, Teacher J's general mood scores for each lesson on this day were lower than the general mood score for her lesson of highest recalled mood. This, in addition to the fact that her lesson of highest recalled mood was also her lesson of highest general mood, would suggest that Teacher J's actual mood data and recalled mood data were relatively consistent.

4. Relationship of SIBs to recalled mood when SIBs were ranked highest and lowest.

Teacher J could not recall a specific lesson of low recall mood. For the lesson where she recalled herself to have been in the highest mood, attending was ranked highest and promoting self-sufficiency was ranked lowest.

5. Was there a mood shift? If so, what was its effect on SIBs? (Question 5)

Teacher J reported that a mood shift had occurred during her second observation, the most difficult time. She had planned to work with a math group on a measuring activity utilizing metric liquid measures. During this activity it was necessary for the children to fill beakers of various metric volume with water and compare equivalent measures. During the time her math group was engaged in this activity, the remainder of the children not in the math group were to be completing worksheets at their desks. However, Teacher J forgot to provide the necessary help to the children at their seats before the activity began. She realized this just as the lesson began. The shift occurred as the children at their seats began to ask her numerous questions. Two results occurred. This lesson had the lowest rankings of SIBs of any lesson Teacher J taught. She was unaccepting, inattentive, and not optimistic. She monitored and paced very little and the classrooms were not convivial. The mood shift had a definite effect on her supportive instructional behavior.

6. Relationships of SIBs to SIBs (Question 6).

Teacher J had a significant number of relationships among her SIBs. Her large clusters of SIBs, both in the case of positive and negative clusters, showed that Teacher J used combinations of SIBs for much of the time she was observed. For eight of her SIBs, their presence meant that at least four other SIBs were also present. For seven SIBs, their absence or low rankings meant at least four other SIBs were also absent or of low rankings.

In addition, Teacher J's instruction showed that all but one of her SIBs were in direct relationship to other SIBs. Six of her SIBs had direct relationships with at least two other SIBs. And, Teacher J had only one SIB in an indirect relationship.

It can be concluded that the use of SIBs for Teacher J was highly patterned and consistent. When she used SIBs, she used several of them at the same time. When she did not use SIBs, or used them at low rates, she also did not use several other SIBs as well. Tables J.9 and J.10 relate the specific information for these conclusions.

Epilogue

When the data collection period was over, Teacher J responded (August 21, 1978) to a follow-up questionnaire about her participation in the research project. Her response was made without any research information being shared with her beyond that which occurred in the observer-teacher interview. She thought participation in the project helped her teaching because "I have thought more about how I feel before I teach a lesson. Then I try to change my mood if needed. The more uptight or nervous I am about a particular subject, the more hectic the lesson." She felt the interviews were helpful because "they made me go back and think about why I reacted the way I did." The protocols were of use to her because "looking them over, I was interested in how I reacted to certain situations." She was not interested in learning more about interactive research and development on teaching.

TEACHER L

INTRODUCTION

Teacher L and an aide taught a combined first/second grade class of X children. Teacher L required that children be able to carry out instruction independently and wanted her children to show a high degree of responsibility in carrying out their own learning. Her classrooms were typified by her own warm and sensitive approach to the individual children she worked with and a high degree of children coming to her to seek help or advise for their independent work. Her classrooms had a high degree of activity involved with children working with each other, working alone, and moving back and forth around the room to get help from their classmates and from herself and the aide. The same goal for the children to be independent learners pertained to their social relationships in the classroom as well. She desired her children to recognize the inappropriateness of certain behavior and to work on the solution of this behavior themselves. She preferred to indicate to children that their behavior was inappropriate by looking in their direction. This look became a signal for them to solve whatever problem they were in and not to have the teacher move into the situation to solve it herself. Teacher L believed that the children in her room mirrored the kind of mood that she was in and she appeared positive when ever she could and she interpreted situations to the students that they were involved in as positively as she was able, sometimes irrespective of the reality of the given situation.

To the degree that a positive mood accurately reflected the real life classroom situation, Teacher L was successful in her approach. She projected much enthusiasm and optimism but the engagement of her students was accomplished best by their cooperation with the goals she promoted in terms of their learning and social relationships. A convivial atmosphere in her room more often than not reflected her interaction with a small group of students and not the classroom as a whole.

Section One: The Context

The District

The urban district was located in one of the two largest cities in the state. Situated near Lake Champlain and the Green Mountains, the city served as a marketing, manufacturing, and service center for northern Vermont and adjacent parts of the Province of Quebec. Railroads, airplanes, and the interstate highway system converged on the area bringing a large number of tourists to bolster the local economy. Fall and Winter were particularly busy seasons reflecting an international interest in the areas of recreational opportunities. Sight-seeing, boating, and skiing are major tourist activities. Recent urban redevelopment has begun to renew the downtown area and the dislocation of small but well-developed communities of people resulting from this "renewal" has caused social problems within the area. The city's 40,000 inhabitants were divided into several political wards, one of which housed the major portion of economically depressed people. 5,411 students attended the city's eight elementary schools, two junior high schools and one comprehensive high school. Six hundred nineteen teachers and support staff serviced these school.

The School

U2 (K-6) was located in the southern section of the urban setting. It was situated in a low income district and served children from the area and a nearby housing project. It was a neighborhood school so most of the 370 students walk or ride their bikes to school, except for a handful of children attending a special education class. There were a total of twenty faculty members and eleven aides. The school has had a Follow Through Program for almost ten years.

The school itself was located on the corner of two busy streets. School guards guide children across the streets. A child was recently killed near the school after being struck by a car. The two story, older portion of the building was built in 1904 and was constructed of red brick. It appears Victorian in style. In 1966 a one floor addition was built off the rear of the old building. It was constructed of concrete. The older building houses those students in grades two to six. The newer building holds the Follow Through Program and those students in kindergarten through second grade. Figure L1 diagrams the school setting. Next to the red brick portion of the building was a small parking lot, which held eight cars. Behind this parking lot and the new building was a large gravel playground. On it were two types of jungle gyms, a set of swings and a baseball diamond with a cage. All of the steel equipment is well-used, alternately shiny and rusty.

Teacher L's room was across from the Learning Center and teacher's room in the new portion of the school. The corridor that led to L's room was well lit and had medium blue colored walls and a tile floor. Students' art work adorned the walls and on the right, just before reaching Teacher L's room, hung a large bulletin board artistically decorated by her. Continuing down the corridor past Bonnie's room were five other classrooms and a

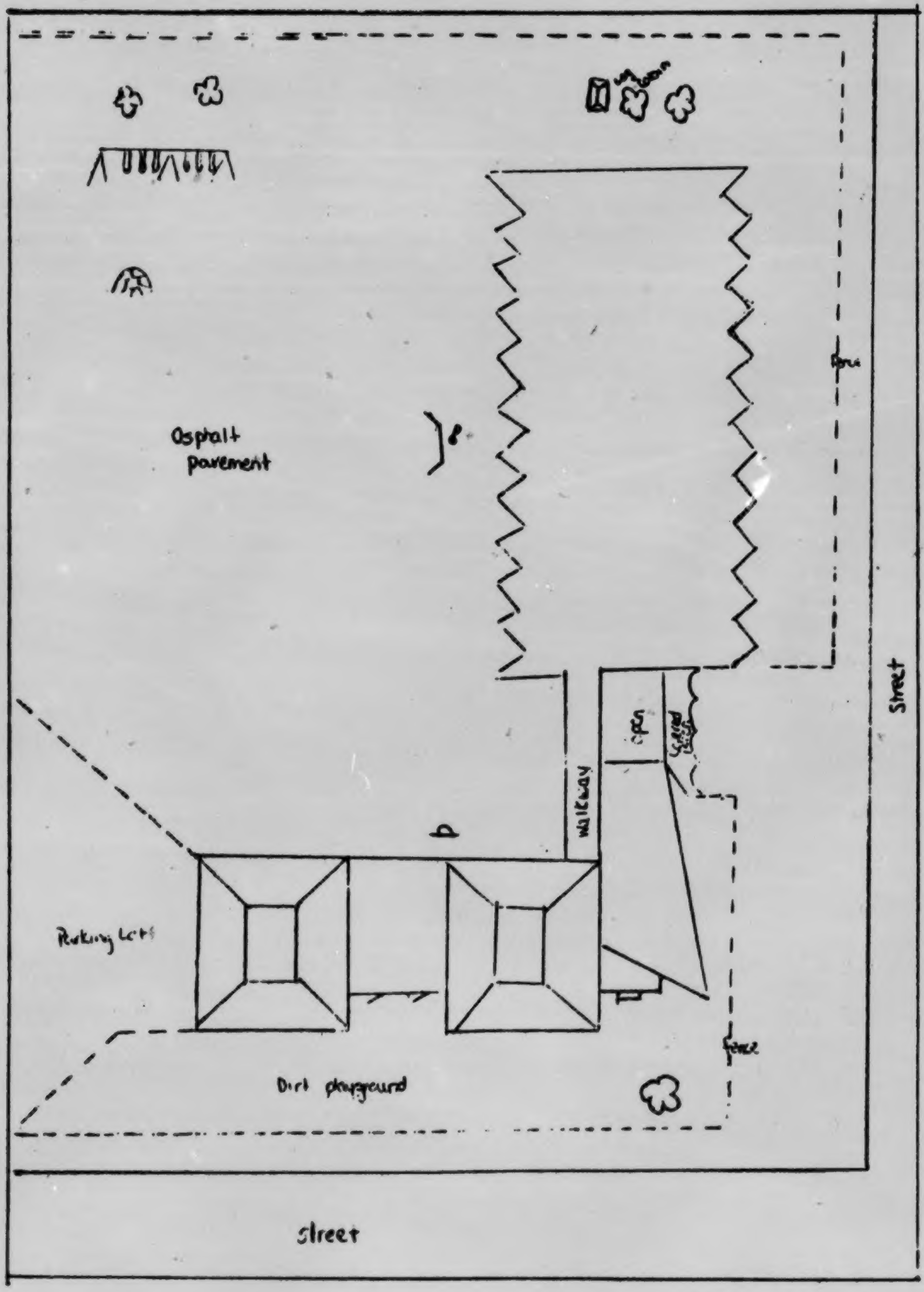


Figure L.1

School setting for Teacher L

large multi-purpose room. Additional rooms were located along another corridor on the opposite side of the multi-purpose room and the Learning Center.

The Classroom

Teacher L's classroom reflected an environment that was responsive to the different activities the children engaged in during the courese of their day in school. Around the outside perimeter of the room were such things as a science table, plant center, a puppet theater, table with math games on it, children's cubbies, a block center, an area for art supplies that was near an easel, a writing corner bordered by a writing supply chest, bookcase and writing desk, several more bookcases, a chest of games, another set of cubbies, another painting easel and a long section of closets. Also on the perimeter of the room above these work areas was ample bulletin board and chalkboard space. Opposite the door entering the room from the hallway were a long set of windows running the entire outside wall of the classroom which admit a good deal of light during the day, reflecting the bright atmosphere of the room. On the closet which extends almost the whole length of the classroom opposite the windows were different words written on pieces of construction paper. A primary alphabet was written over the closet doors and above that was the classroom clock. Behind the closet doors were hooks for the children's coats and a box which had hats, mittens and scarves written on it. Near the closet were the telephone, the bathroom, and the water fountain, each of which had a label labelling the name of the object affixed to it. Figure L.2. diagrmas Teacher L's room.

In front of the closet was a long counter. The counter had a sink in one end of it and underneath it were various materials in storage. These materials were different kinds of work papers used in the room as well as the student math books from the 1975 Scott Foresman series. At one end of the counter was a record player and a metal divider for childrens folders.

Mid way across the side of the room where the windows were was the teacher's desk. This work space for the teacher included her desk, a file cabinet and a supply chest for some of the materials that she used during the day. The teacher's desk was mid-way across the length of the room and close to the windows.

There were six different bulletin boards in this room. Each bulletin board had a theme. On one bulletin board were written the words, "My Creation," but there was nothing on that board at the time of this observation. On another bulletin board, this one close to the writing center, were written the days of the week and the words, "It's Fun to Write." Above this board are construction paper ice cream cones made of different colors. Each color is labelled. A second bulletin board in the writing area had written on it the words, "Pick a Flower and Make it Grow." Stories about flowers written by the children have been tacked on the board artistically probably by the teacher. The board was also decorated with flowers made of construction paper. The board near the art supplies had a story (language experience chart) written on two manila sheets entitled, "Our Looking Walk." Another bulletin board was covered with construction paper with various phonic blends writ-

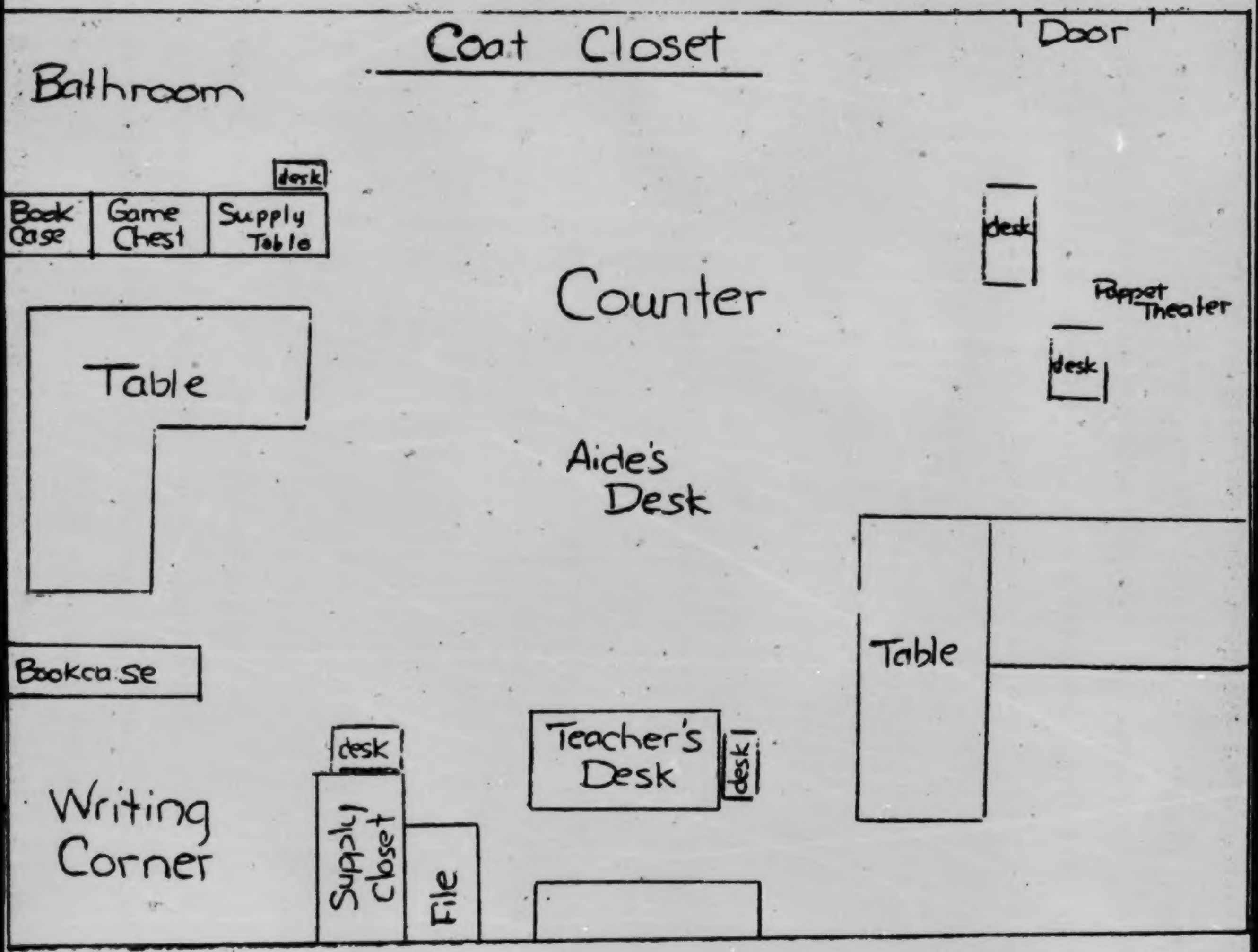


Figure L.2

Teacher L's classroom

ten on them and a picture which illustrated that particular blend. For example, on one sheet is the blend FR. Below the letters was a picture of a frog. On another bulletin board behind the science table were written the words "Spring, A New Beginning." Below the words were tacked pictures of animals and plants.

Also present in the room was a cursive alphabet which extended the length of one wall. A number line extended along the entire opposite wall and this number line began at one and continued to 120.

Books and papers were scattered on Teacher L.'s desk. Piles of papers are also on the desk of the aide. On the easel near Teacher L's desk was a calendar poster called Dial A Day.

In one set of green cubbies were games and blocks. Since this cubby was near the art corner, paints were in a cupboard placed above the cubbies. On top of this cupboard as well as several other cupboards was a plant. In the game chest nearby were various reading games that the children used when they completed their work. On the back of the chest facing Teacher L's desk was a map of the southern portions of the urban setting. In the bookcase near this chest were books from the Harper and Row reading series, 1966 edition and some books from the Ginn 360 series, 1973 edition. Over the chalkboard near this bookcase were the numbers one through ten with pictures depicting each number.

Nine of the children in this room sat at individual desks scattered around the perimeter of the room. The remaining children had seats at four different tables. The room was colorful and appeared comfortable to be in. Because Teacher L did a lot of her work with children sitting on the floor, a carpet which extended from the counter to the windows added to the comfort of this environment. It was apparent that this room was organized to help children of this age express themselves in a variety of activities.

The Teacher and Her Relationship to the Study

Teacher L was 26 years old and had recently received her M.Ed. in Reading and Language Arts. She had taught for four years in kindergarten, first and second grades. She agreed to participate in this research project because "My individual growth affects my student's growth, and growing and developing is what learning is all about."

During the course of the study, Teacher L made eye contact with and smiled at the observer. These situations usually followed an interaction of the teacher with a student or group of students that was more intense in feeling than the usual interactions in this classroom.

> (From the Reading Protocol, May 24, 1978, p. 5.)
>
> The teacher continues to talk with Jill and Maureen. Maureen has stopped crying, but is not smiling. Jill is still knealing on the chair, and Jill is not crying at all. She looks as though she might be angry at Maureen still. The teacher then touches Jill under her chin and Jill leaves. Maureen is still sitting in the chair to the right of the teacher. The teacher leans over and gives Maureen a big hug. I still cannot see the teacher's expression. The teacher then stands up and Lora leaves. The teacher looks at the observer and smiles.

The nervousness felt by the teacher was perhaps underscored. When asked by the observer in the final interview if she thought the study was carried out appropriately:

> (From the interview protocol, June 5, 1978, p. 7.)
>
> Observer: Does it make a difference, my being in the classroom? How much do you think? Do you have any comments about the study?
>
> Teacher: It's an impossibility but the best way to make a study like this would be looking through a one-way mirror where the teacher's not aware of someone right in the room. I think that has a big effect on mood when the teacher is aware that someone is writing down everythin that she says whereas if she were unaware of someone being there, it might be a more realistic mood.

While this teacher was anxious to participate in the study it might be assumed from her statements that the presence of an observer in the classroom was something she was aware of during the observations. Her smiles were relatively evenly distributed across all six observations.

Opinions Regarding Her Mood and Her Teaching

Teacher L believed there was a relationship between her mood and her interaction with her students, because, "an individual's state of mind affects his interaction with all people."

In the final interview the teacher expanded on her opinion regarding her mood and her teaching.

> (From the interview protocol, June 5, 1978, p. 6.)
>
> Observer: I would like to find out what your conventional wisdom is about the effects of mood on teaching behavior?
>
> Teacher: I think children develop a similar type mood to what the teacher has. If the teacher comes in very angry it seems to rub off on the children and they become that way. When the teacher comes in in a real good mood and is happy with the kids and happy with what they are doing, the children seem to have that similar mood.
>
> Observer: Umum. Do you try to keep on an even keel and always try to, I mean, say if you're in a bad mood, you try

> to kind of cover it up a little bit and try to remain calm, cool and collected even though you may not be?
>
> Teacher: I think so. I think I tried to stay pretty stable. ...I think if I'm really going to have a super bad day, I inform the children of it and let them know the reason it's going to be a bad one and then they're a little bit more understanding.

Teacher L attempted to project a positive atmosphere in her room with her children. At times, this positive atmosphere seemed to deny the reality of a given situation. That is, Teacher L appeared to emphasize positiveness to the children even though she was aware that the children might not be feeling very well. The following interview is an example of this characteristic.

> (From the interview protocol, May 24, 1978, p. 1.)
>
> Observer: I don't know what they were doing but you touched Barbara's shoulder and you said, "You know what's expected of you." And then you put your arm around Barbara's shoulder and you said, "You had a really good lesson this morning. I hope the afternoon will go as well." And then she had something in a bag that looked like a coloring book, and she put it down on the floor and you bent over. and looked at it. The fact that you had told her that she had a good morning and that you hoped she would have a good afternoon was very optimistic.
>
> Teacher: Karen and Barbara had both had pretty bad mornings, getting into conflict with other children. And those two happened to sit beside each other during that work period which was not a good combination. ...I asked her if she had colored any pictures and she shared one with me that she had colored, and it made her bad feelings about herself lessen by sharing it. It changed her whole attitude which was necessary at that point.

This is characteristic of Teacher L that appears throughout her protocols. Teacher L continually looked for situations that were positive in her classroom and spoke to her children about these situations in order to try to have her kids feel good about what they are doing. She seemed to do this despite the fact that at times things were not very good for the children she spoke with. This excerpt from the classroom protocol is evidence of how she attempts to maintain good feelings for the children in her classroom.

Characteristics of the Teaching/Learning Environment

Teacher L uses her aide as another teacher in her room. Her aide "is responsible for working with half of the class, and I work with the other half. She has half of the children and she is responsible for both academic and discipline problems. And I work with half of the kids at one time." The aides have been at this school for eight years and were often given such responsibilities. One of the teachers who represented an urban setting in this project was formerly an aide at U2. During both the reading and difficult time lessons Teacher L would work with a small group of children and the aide would work with another group of children. The rest of the children would be engaged in small groups or individually on tasks that had to be completed as part of the instructional day in this classroom. During tne reading lessons, each adult would be working with a small group of kids, while other children were working independently. While Teacher L worked with a small group of children, she also attended to many other children who would come up to her for help. The following excerpt shows one example from a reading lesson.

(From the reading protocol, May 22, 1978, p. 4.)

> She then begins to work with Charlie. He is sitting to the right of the teacher. She is holding slips of papers out and Charlie appears to be reading something on the slips. The teacher is smiling broadly at Charlie and she says,

> "Great." She then looks up at Frank who is not at the table and says, "Frank, stop it." She is signalling him to return to the table and to get his work done. She then looks over to Anne who is to the left of Karen and says, "Anne, what are you doing?" The teacher has stopped smiling. She now looks at Barbara and she is helping her with her math, and she says, "You don't put a one here unless..." and she continues. The teacher now looks over at Mary who is to the right of Maureen, and says, "Mary, you will leave the table unless you do some work." The teacher is not smiling and she says this sharply. Harry has now moved over to the right of the teacher and he is standing and appears to be waiting for help. Charlie and Karen are leaning over the sheets that Charlie is reading, and the teacher says, "I'm going to put a new word on this page, I want you to find it."

Thus, during the time that Teacher L works on reading with the children, some children are doing other work, math for instance, and many children receive her attention, usually directing them to keep busy or to get to work.

The same kind of setting is true for the most difficult time during the day. For Teacher L this is the time after lunch. Usually the children have a free time activity during this time span. The children may choose to do something of their choice in the classroom if they have their assigned work for the day completed. Teacher L circulated around the room helping children with their work and keeping track of their behavior. During this time, the aide did the same thing or worked with a small group of children at her desk near thelarge counter in the room.

Besides this characteristic instructional environment of Teacher L's room, it was also to be noted that children moved in and out of the room with regularity. A well developed reading program existed in this school for children who needed remedial help in reading. In Teacher L's room, at least ten children were affected by this reading program, therefore each day saw Teacher L needing to make sure that a rather significant group of children left the room at the appropriate time and returned to the room at the appropriate time. This movement of children in and out of the room seemed to effect the instructional setting. Sometimes children would return to the room and re-engage themselves in work they had been doing before they left. Other times, children returned to the room tired or otherwise distracted other children as a result.

The third characteristic of the teaching/learning environment in Teacher L's room was the fact that during the time of observations, Teacher L and the aide got their instructional signals crossed twice. In one case it was only a matter of the aide having the wrong set of worksheets to work with the children but Teacher L had to interrupt what she was doing to get the proper sheets for the aide. The second case was clearly a situation of crossed messages to a child. The aide had thought it was okay for the child to make a large paper airplane while the teacher definitely did not want the child engaged in this activity. The child eventually became quite upset as the teacher became angry with the child.

It was clear because of the instructional system that operated in this room that the teacher was often busy with more than one child at a time. It was interesting to note the behavior of one particular child given this environment. It seemed as though the child had figured out that the best way to get the teacher's attention in a positive way was to hang onto her until she pays attention to him.

> (From the difficult time protocol, May 24, 1978, p. 5.)
>
> The teacher is leaning over, helping Barbara and Charlie comes up, puts his arm around the teacher and appears to be waiting until the teacher is finished working with Barbara. The teacher has her back to the observer so I can't see her facial expression. Tony now comes over to the teacher and appears to be poking her back a little bit, trying to get her attention. He then looks over and sees the aide to his right and then goes over to her. Charlie is now holding the teacher's hand. The teacher answers his question, then moves over to the middle (of the room) and Frank comes over and the teacher says, "Frank, is that your paper too?" The teacher discusses something with Charlie and then Andy leaves.

For Charlie, the way that he gets the teacher's attention is to touch her gently, and then hold her hand until she answers his question. Tony did not touch her gently, did not get a response from her, and went on to get his question answered from the aide.

Teacher L was aware that she had certain expectations for children in her classroom. She liked to encourage their independent work. She wanted them to do the work that was assigned to them. She would like them to be able to sit with their friends that work independently, and she would like her children to follow what she wants them to do. Her goals for her children then were both instructional goals and behavioral goals. The children had work that they needed to complete in their folders, and they could do this work alone or in the presence of other children, but they were not to talk very much with the children they were sitting with. This could be one reason why Teacher L had a lot of children coming up to her for help. Teacher L explains this characteristic in the following excerpt.

> (From the intereview protocol, June 5, 1978, p. 3.)
>
> Teacher: From where I was sitting at that table, I could see him fooling around and not doing his work and just socializing, so I explained to him that he had the option of just sitting there and doing his work quietly like we would like him to do. We'd like to give all the children a chance to work in the group and not have to be at their own desk, so we always in the morning let them join the table and if they cannot handle their own behavior, then their only option is to go and work alone. But we give them the chance first and that's what I was reminding him about. I asked how he could remain at the table, what kind of behavior he could show me so that he could remain, and what kind of behaivor he could show me that would not allow him to remain there. Luckily most of the morning he remained at the table. At one point he had to go to his desk, but it wasn't because he was horsing around at the table. I can't remember for sure but I think that's what it was. His work was done and he had free time.

A second characteristic of her children's behavior particularly bothered Teacher L. This was when children irritate each other.

> (From the interview protocol, June 5, 1978, p. 3.)
>
> Observer: And the Joe was on the floor with his picture and you said, "Joe where were you asked to go?" You mentioned something that he was asked to return to his seat along with Mark and that was where he should be sitting. Were you angry with him?
>
> Teacher: I think I was angry with him because he did not stay seated like I asked him to. He wasn't really bothering anyone else, so I wasn't really angry. If he had been up annoying someone else, I would have been more angry. Slightly angry because he did not stay in his seat like I asked him.

In this example we saw that Teacher L was annoyed with her children when they did not follow her instructions, and particularly annoyed when they did not follow her instructions and bothered other children instead.

In these examples we see another characteristic of Teacher L's disposition toward her children. She wanted her children to function independently in her classroom, and she also wanted to be able to reason with her children when they did not function the way she wanted them to. There were numerous examples of this in the classroom protocols.

> (From the reading protocol, May 24, 1978, p. 4.)
>
> The teacher then, at this point, gets up, and goes over toward Maureen, puts her arms around Maureen's neck and says, "I don't know if you're having a very good day today." She leans over and begins to talk with Maureen. "Can you work at the table today, or should you go to your desk." She continues on saying something like, "I really hope that you can work at the tables, because that's where all the rest are. I think you probably want to be with them." I can't see Maureen's expression at this point. The teacher then helps Maureen stand up and moves her to one of the chairs in front of the teacher's desk.

The teacher goes on to speak of this incident with Maureen in the interview.

> (From the interview protocol, May 24, 1978, pp. 3 & 4.)
>
> Teacher: When I took Maureen aside and asked her what her problem was, she told me that her problem was that Jill had accused her of copying and that was her whole hang-up, that was why she was so upset, was being upset earlier in the morning. Her upset feeling was carrying over to the other children. ...I told Jill that Maureen was feeling very badly because Jill had accused her of copying and Jill finally admitted, that yes she had, and I told Maureen that she was very capable herself of doing her work and she had no reason to copy. And so I wasn't sure whether she had or hadn't. But that she should not be accusing her of it, and Jill said that she had not seen her copying she had seen some other boy copying so that she had not seen Maureen copying at all, she was just making accusations that were not true. And Jill smiled when I talked to her about that, so it was clear that she did not even see Maureen copying anything.

In this prolonged situation between Maureen and Jill, Teacher L attempted to deal with each child individually, as was her style, and to reason with the children, to have them identify the consequences of their own behavior.

This suggested a further extension of the teaching/learning environment in this classroom. In addition to wishing the children to work independently and to guide their own behavior productively, Teacher L waited when situations began to develop in the classroom, to see what the resolution of these situations would be. It was not in Teacher L's style to interrupt a situation and solve a potentially damaging situation for her children.

(From the reading protocol, May 24, 1978, p. 2.)

> She looks at the list and then says, "Okay, we have some people that need to go to the reading center." And she calls out several names, and those students leave. The teacher then looks at the other end of the table and sees David and Helene arguing a little bit. The teacher sees this, but makes no move to interrupt.

(From the interview protocol, May 24, 1978, p. 1.)

> Observer: This was later on and you were still working with Ginny, and you looked over at the end of the table and David and Helene looked like they were arguing. I didn't hear what they were saying, but I think David kind of hit Helene a little bit or something like that, and you looked over at them but you didn't do anything and I was wondering if you had seen that. Do you remember when it was?
>
> Teacher: I think I looked over and waited until they were looking at me and knew that I was aware of the fact that they were doing that, and I can't remember the whole scene but I think that they continued working after that. Just from my being aware of it they seemed to make their own decision about it, doing something to correct the situation.

It was clear that in her classroom, Teacher L preferred children to solve their own problems. She indicated her preference by making them aware that she was aware of what was going on between them but also that she would not step in and solve the problem.

There were times when students' attempts to be independent and help each other were incongruent with Teacher L's understanding of how she wanted her room to work. Although it was never clarified with her in an interview, it seemed that her response to this kind of student behavior was more negative than she believed it to be. This kind of situation occurred several times when she was waiting for children to solve their beginning hassles. She would look at the children sometimes with a frown on her face and it seemed to the observer that the frown was communicating more that the children should solve their problem than the fact that the teacher was merely waiting. In any case, this example shows some of the discrepancy between how the teacher was behaving and how she perceived herself to be behaving.

(From the reading protocol, June 5, 1978, p. 1.)

> Karen is now sitting to her left. The teacher looks over at Helene who is sitting to her right, and says,"Helene, I don't have to hear this. Who's book is this?" The teacher is pointing to a math book. The teacher is not smiling and sounds a little irritated with Tina.

(From the interview protocol, June 5, 1978, p. 1.)

> Observer: Karen was sitting to the left of you and Helene to the right. I think you were talking with Joe about his worksheet. I don't know what Helene was doing but you said, "Helene, I don't have to hear this. Who's book is this?"
>
> Teacher: I think she was trying to decide for another child what math work he would have for today. She was taking papers out of the book for him when it wasn't even her concern. She can't select the pages for this child because she doesn't know what level the child is on. So that's what that was all about.
>
> Observer: I see. How were you feeling about having to say something to her?
>
> Teacher: I just thought that that was what she needed at that point, because she can be a very pushy little girl,

> and take things under control herself when there are times she shouldn't be doing it. She needs to know when she can do things and when she can't. And she is having a hard time discovering that.
>
> Observer: Were you annoyed with her or upset with her?
>
> Teacher: I don't think I was annoyed with her. I think she way trying to be helpful, but at times when she's trying to be helpful, she's more harmful than helpful. I don't think I was annoyed. I just wanted to let her know that I didn't want her to select papers for him.

So here we have an example where the observer perceived the teacher to sound irritated by the student, and the teacher did not feel that she was irritated or annoyed with that student.

This final excerpt also showed a characteristic of Teacher L's response to the observer. Several times during the course of the interviews held with Teacher L, the observer asked Teacher L what her feelings were about certain situations that occurred in the classroom. Not infrequently, Teacher L would respond to the observer's query with a statement about what she thought was going on at the time, or how she saw a particular student. Often, the observer would have to ask the question of feeling twice in order for the teacher to state what she was feeling. Because Teacher L believed that it is important for her to keep a very positive atmosphere going for her children in her classroom, she may have seen her classroom through a very positive framework. This poisitive focus of Teacher L may explain her difficulty in relating to the observer what her feeling about certain students and situations were.

In her final interview, Teacher L stated that she thought she had a good class this year, and that she was lucky because they were so cooperative and helped each other so much. This was an important statement to note, given the context of the school in which Teacher L works. The school, as has been noted in the section on the school, resides in a neighborhood that is characterized by the highest rate of crime of any neighborhood of this city. The children of this school often came to school unprepared for what the school had to offer because of the different value systems existing between school and community. It was important to note Teacher L's opinion and high regard for her class. DEspite the fact that Teacher L spent what might have seemed to be an inappropriate amount of time attending to the behavior of children in her classroom, the fact that she felt this was one of her most cooperative classes placed herself and these children in context with other children she had in years past.

Section Two: Data Analysis

Analysis 1. What were the relationships existing between SIB's and general mood for lessons where the general mood was highest and lowest for the teacher?

Table L.1, gives the general mood ratings for Teacher L.

	Lesson					
	R1	DT1	R2	DT2	R3	DT3
General Mood Scores	2.91	2.82	2.91	2.91	2.77	2.82

Teacher L's average general mood score for the six observed lessons was 2.86. There were three lessons (R1, R2, DT2) where general mood was rated highest and one lesson where general mood was rated lowest (R3). Table L.2 gives the high and low ranked SIB's for each of these lessons.

Table L.2. High and low ranked SIB's for high and low general mood days

	Lesson			
	R1	R2	DT2	R3
SIB's Ranked High (5,6)	Attending Monitoring	Accepting Conviviality Optimism	Attending Optimism	Monitoring Pacing
SIB's Ranked Low (1,2)	Accepting Conviviality Pacing Optimism	Cooperation	Cooperation Engagement Monitoring Pacing Promoting Self-Suff.	Conviviality Engagement Promoting Self-Suff.

Table L.2 revealed no consistent pattern of SIB's to general mood. Many of the SIB's listed appear both as a high ranking and a low ranking. What may be useful to note is the fact that there were three lessons that were rated with the same high score. This would seem to be in keeping with Teacher L's expressed desire to remain stable and her personal disposition to present a positive mood to her children. She rated herself consistently high.

Analysis 2. What relationships existed between SIB's and general mood scores when SIB's were ranked highest and lowest?

Table L.3 lists the relationships between highest and lowest SIB rankings and the general mood score. In addition, the table presents whether or not the general mood score for the given lesson was greater than, less than, or equal to the average general mood score for all six lessons taught by Teacher L (2.86).

Table L.3. General mood scores for lessons where SIB's were ranked highest (6) and lowest (1)

Less than/ Equal to	General Mood	Low Rank	Supportive Instructional Behavior	High Rank	General Mood	Greater than Equal to
less than	2.82	DT3	ACCEPTANCE	R2	2.91	greater than
less than	2.82	DT1	ATTENDING	R1	2.91	greater than
less than	2.82	DT3	CONVIVIALITY	R2	2.91	greater than
	2.91	DT2	COOPERATION	DT1	2.82	
	2.91	R3	ENGAGEMENT	DT1	2.82	
less than	2.82		MONITORING	R3	2.77	
	2.91		PACING	R3	2.77	
less than	2.77		PROMOTING SELF-SUFF	DT1	2.82	
less than	2.82		OPTIMISM	DT2	2.91	greater than

Forty-four percent of the SIB's were ranked highest for lessons where Teacher L's general mood score was greater than her average general mood for the six lessons. Sixty-seven percent of the SIB's were ranked lowest for lessons where Teacher L's general mood score was lower than her average general mood for the six lessons. The SIB's of acceptance, attendance, conviviality and optimism were ranked highest on days when general mood was greater than average, and lowest for lessons where general mood was less than average. These were consistent relationships. Additionally, monitoring and promoting self-sufficiency were ranked lowest for lessons where the general mood was less than the average general mood of Teacher L.

Analysis 3. What were the relationships existing between SIB's and recalled mood for lessons when recalled mood was highest and lowest for Teacher L?

The lesson of highest recalled mood was R2, the reading session with Ginny, excerpted on page 223. Of this lesson, Teacher L recalled the following:

(From the interview protocol, June 5, 1978, p. 6):

> I think the best was the reading period where I was able to read with Ginny for a long period of time and she was really enthusiastic and enjoying it.

The lesson of lowest recalled mood was DT3, the session excerpted in part on page 236. During this lesson Teacher L was bothered by children being too noisy in their independent free-time activities and eventually she got very angry with Mark and Lyman.

Table L.2 presents the high and low SIB's for each of these lessons.

Table L.4 reveals some consistent relationships. Acceptance, conviviality, and optimism are ranked high for the high recalled mood lesson and low for the low recalled mood lesson. Cooperation is ranked low for the high recalled mood lesson and high for the low recalled mood lesson.

For Teacher L, recalled mood was a more accurate predictor of consistent SIB relationships than the general mood score.

Table L.4. High and low ranked SIB's for high and low recalled mood lessons

	High Recalled Mood	Low Recalled Mood
SIB's Ranked High	Acceptance Conviviality Optimism	Cooperation Engagement Pacing Promoting Self-Sufficiency
SIB's Ranked Low	Cooperation	Acceptance Attending Conviviality Monitoring Optimism

Analysis 4. What relationships existed between SIB's and recalled mood scores when SIB's were ranked highest and lowest?

Table L.5 gives the rankings of SIB's for lessons of highest and lowest recalled mood.

Table L.5. SIB rankings for lessons of highest and lowest recalled mood

Supportive Instructional Behavior	Ranking on Highest Recalled Mood Lesson (R2)	Ranking on Lowest Recalled Mood Lesson (DT3)
ACCEPTANCE	6	1
ATTENDING	3	2
CONVIVIALITY	6	1
COOPERATION	2	5
ENGAGEMENT	4	5
MONITORING	4	1
PACING	3	5
PROMOTING SELF-SUFFICIENCY	3	5
OPTIMISM	5	1

Table L.5 reveals that acceptance, conviviality, and optimism were ranked high (5,6) for the highest recalled mood lesson and lowest (1) for the lowest recalled mood lesson. This was remarkably consistent with the findings for SIB's rankings and general mood (Table L.3). In addition, cooperation, engagement, pacing, and promoting self-sufficiency were ranked high and monitoring and attendance were ranked low for the lowest recalled mood lesson.

The two lessons have been discussed previously in this paper. R2 was the reading period with Ginny. The high rankings of acceptance, conviviality, and optimism revealed primarily the support of Teacher L for Ginny and the children she helped during the lesson. The low score for cooperation reflected the fact that other children were either working independently or engaged in behaviors requiring the intervention of Teacher L.

DT3 was the lesson wherein the childrens' engagement in their free-time activities seemed to move beyond the boundaries of appropriateness set by Teacher L. She encouraged children to work on their own. When their behavior became inappropriate, Teacher L intervened and in fact became quite angry. The low scores of acceptance, attending, conviviality, and optimism reflected this dynamic. Monitoring ranked low because throughout this lesson, Teacher L had a difficult time working with the students she chose due to interruptions from other classmates.

Analysis 5. Did mood shifts occur with Teacher L? If so, what patterns occurred with SIB's before, during, and after the mood shifts?

Mood shift in this study was identified by the presence of at least one of the following criteria:

1. The teacher recalls in the interview protocol that a mood shift did occur.
2. A series of teaching events related to specific children or a specific child changed dramatically such that children not previously involved in the events, reap the consequences of the change.

During the course of six observations, Teacher L experienced one mood shift. This mood shift met both criteria. That is, Teacher L identified that a shift had occurred and a student, no involved in the immediate precipitating event, reaped the consequences of the event. It is signficiant that the mood shift occurred during a "difficult time period" DT3.

Figure L.3 articulates the antecedent events leading up to and including the mood shift. The mood shift of Teacher L was from positive to negative, from a state of enthusiams to total anger. It was dramatic. It met both criteria as Teacher L acknowledged the presnece of the shift, and Nancy, an innocent,

Figure L.3

Scenario of the mood shift for Teacher L

Period of Time

Classroom Protocol Data	Interview Protocol Data	Noise Level Time	Page	Line	Characterization	Criteria
Antecedent Events						
Bob says that he is going to do something.... The teacher says, "Neat." She smiles and says, "That's a great idea." She sounds enthusiastic.	When you started out and the children were choosing what they wanted to do during their free time period and Joshua chose something, you responded very favorably.	1:35 1	1	29	Class starts off organized and quiet.	
She returns to the reading table and sits down and is talking with Charlie.						
Joe and Mark, I'd like both of you sitting at your desks for a few minutes with heads down.		1:40 2	2	54	beginning of the inappropriate behavior	
	Mark was in his seat and Joe was pulling his seat across the floor with Mark in it giving him a joy ride. And it made me very angry to see them doing that..		1	48		
She then looks over at the children who are at the record player behind me...and says to them, "Remember, you may listen to the record but don't sing along with it or you'll bother the other students.			2	44	children not meeting her expectations	
She smiles as John reads			3	18	tries to continue with John.	
She then turns around and takes a very large airplane out of Rus' hands. ...Rus sits on the trash can for a few minutes, then moves away.		1:50 2	3	22	first airplane incident	
	I took it out of his hand because he was beginning to fly it around the room and I wanted to find something else for him to do that was a little more constructive.					
	I think I was a little bit angry.		2	34		
"The store's got to be quieter!"			3	41		
"Okay put those away, please." The students have headphones on and the teacher instructs them to put it (record player) away.						

Figure L.3 (Continued)

Scenario of the mood shift for Teacher L

Classroom Protocol Data	Interview Protocol Data	Noise Level Time	Page	Line	Characterization	Criteria
	And they were singing along with it which I don't mind but in a classroom where other people are working, it disturbs the others, it disturbs people.		3 2	44 53	children not meeting expectations	
The teacher now sees Mark... carrying a Hawiian Punch can which has come from the store. "Ah Mark, did I ask you to get that. Sit down, please." She sounds irritated with him."			3	48		
"Mark if you're up again, you'll sit for me after school." She says this loudly and sharply. She then returns to John who has continued to read.			4	11	tries to continue with John.	
The teacher says to Mark, "No, I didn't say for you to read, I said I want you to sit here since you're having problems today..." Mark misunderstood and though she wanted him to read.	I was upset with him because he couldn't stay seated like I'd asked him to and he was around the room so much after being asked to sit.		4 3	43 55	Mark misunderstands the teacher and she gets angrier with him	
"Joe, you don't make airplanes ut of paper." The teacher is not smiling and she sounds annoyed. The aide comments, "They told me it was alright." The teacher says, "No, you better unfold it and make a picture out of it." She says this sharply and loudly.			5	6	second airplane incident	
	"He may have said airplane. I thought he said picture. So I said, "Yes you can." and next thing I know he has a gigantic airplane to fly around the r-om. And then other kids were very inter-					

Figure L.3 (Continued)

Scenario of the mood shift for Teacher L

Classroom Protocol Data	Interview Protocol Data	Noise Level Time	Page	Line	Characterization	Criteria
	ested in it until we tried to put a halt to it.		4	16	teacher gets very upset with Mark -- tension building rapidly.	
Mark moves around to the teacher's left and sits down. The teacher puts the palm of her left hand on top of Mark's head and pushes it down on the table. The teacher is not smiling and appears to be quite upset.	That's my last resort. I get angry when that haypens.		5 4	30 49		
She then looks up and sees Lyman with a large airplane...The teacher looks over towards the store and says, "Close the store up, girls, right now. You've been too noisy over there."		1:55			third and final airplane incident -- tension building.	
	They were arguing and quibbling with one another ...and with the volume in the room, it just added to it...I was angry with them.		5	48		
Moment of Shift						
"Lyman! I'll take that!" Lyman answers "It's not mine." The teacher says, "Lyman, right now!" ...As she is about to stand up, Lyman goes to his desk, sits in his chair, and yells something back to the teacher. The teacher is not smiling and her face has become quite red.			5	1	explosion	
	I think that it became total anger at that point. I advanced from anger to total anger.	0	6	3	Teacher admits mood shift	
Anne goes over to the teacher and asks her a question. The teacher responds, "No you may not!" She sounds annoyed.		2:01	5 1	24	Anne, an innocent gets punished.	

got punished (being in the wrong place at the wrong time). The entire protocol of this lesson contained the antecedent events that crescendoed to the explosion of Teacher L's anger.

In this lesson, the SIB ratings were complex. Cooperation among students, engagement of the students in their independent activities increased but their increase ran counter to the expectations of the teacher. As a result, her attending and accepting decreased, paralleling the rapidly decreasing conviviality in the classroom. Despite this, the lesson showed high pacing and promoting self-sufficiency in the early periods as the teacher set up the independent activities for her students.

Analysis 6. What were the relationships among supportive instructional behaviors during the six lessons taught by Teacher L?

Each SIB was forced ranked 1 (low) to 6 (high) in terms of its presence for each lesson taught by Teacher L. Table L.6 gives the results of this ranking.

Table L.6. Forced rankings for each SIB across six lessons taught by Teacher L

Supportive Instructional Behavior	Observed Lessons Taught					
	May 22, 1978		May 24, 1978		June 5, 1978	
	R1	DT1	R2	DT2	R3	DT3
Acceptance	2	5	6	3	4	1
Attending	6	1	3	5	4	2
Conviviality	2	4	6	3	2	1
Cooperation	3	6	2	1	4	5
Engagement	3	6	4	2	1	5
Monitoring	5	3	4	2	6	1
Pacing	1	4	3	2	6	5
Promoting Self-Suff.	4	6	3	2	1	5
Optimism	2	3	5	6	2	1

The interrelationships among SIB's for Teacher L is given in Table L.7. This table was derived from Table L.6. When a given SIB (acceptance) was rated highest (6, R2), other SIB's ranked high (5,6) and low (1,2) were also noted. For example, when acceptance was rnkaed highest, conviviality and optimism were ranked high, and cooperation was ranked low.

The same analysis was done when acceptance was ranked lowest (1, Dt3). When acceptance was lowest, attending, conviviality, monitoring, and optimism were ranked low.

Some classroom examples will help relate the context of Table L.7. Given the SIB acceptance, we noted that it was highest for R2 and DT2. Why, in terms of these particular lessons, were certain SIB's associated with acceptance?

R2 was a lesson in which the teacher was listening to Ginny read while sitting next to her at a table with eight other students. Four of the students were separated from the teacher and the five students near her by a physical barrier of two chairs left on top of the table from th3 night before. Teacher L worked exclusively with Ginny, listened to her reading, talked with her about her reading, and corrected mispronounced words. She began her time with Ginny on an optimistic note.

(From the classroom protocol, May 24, 1978, pp 1 & 2):

> "All right, you sound ambitious today." (optimism) She is smiling and then Ginny begins to read. As she is reading, the teacher smiles at her. Helene then comes over to the teacher. The teacher puts her finger up to her lip and Helene returns to her seat at the end of the table. (non-cooperation) The teacher then looks back at Ginny. Helene then comes over and stands between Ginny and the teacher. She is waiting quietly and isn't interrupting

Table L.7

Comparison of Supportive Instructional Behaviors when a given SIB was ranked highest (6) and lowest (1)

SIB's ranked high when given SIB was ranked lowest	SIB's ranked low when given SIB was ranked lowest	Lessons Given SIB was ranked lowest	Supportive Instructional Behavior	Lessons Given SIB was ranked highest	SIB's ranked high when given SIB was ranked highest	SIB's ranked low when given SIB was ranked highest
cooperation engagement pacing promoting self-sufficiency	attending conviviality monitoring optimism	DT3 6/5	ACCEPTANCE	R2 5/24	conviviality optimism	cooperation
accepting cooperation engagement promoting self-sufficiency		DT1 5/22	ATTENDING	R1 5/22	monitoring	accepting conviviality pacing optimism
cooperation engagement pacing promoting self-sufficiency	accepting attending monitoring optimism	DT3 6/5	CONVIVIALITY	R2 5/24	accepting optimism	cooperation
attending optimism	monitoring engagement pacing promoting self-sufficiency	DT2 5/24	COOPERATION	DT1 5/22	accepting engagement promoting self-sufficiency	attending
monitoring pacing	conviviality promoting self-sufficiency optimism	R3 6/5	ENGAGEMENT	DT1 5/22	accepting cooperation promoting self-sufficiency	attending
cooperation engagement pacing promoting self-sufficiency	acceptance attending conviviality optimism	DT3 6/5	MONITORING	R3 6/5	pacing	conviviality engagement promoting self-sufficiency optimism
attending monitoring	acceptance conviviality engagement optimism	R1 5/22	PACING	R3 6/5	monitoring	conviviality engagement promoting self-sufficiency optimism
monitoring	conviviality engagement optimism	R3 6/5	PROMOTING SELF-SUFFICIENCY	DT1 5/22	acceptance cooperation engagement	attending
cooperation engagement pacing promoting self-sufficiency	acceptance attending conviviality monitoring	DT3 6/5	OPTIMISM	DT2 5/24	attending	cooperation engagement monitoring pacing promoting self-sufficiency

> the teacher. The teacher then looks up at Ginny and says, "Please don't interrupt while I'm reading with someone." She doesn't say this in a harsh voice. ...The teacher is leaning over to hear Ginny read. (attending) She continues to msile as Ginny reads. (conviviality) ...I believe she stops Ginny occasionally and is talking about the story. ...Mark is across from the teacher and the teacher then begins to help Mark a little bit with this math. ...She finishes helping Mark and looks at the observer and smiles and returns her attention to Ginny. ...The teacher then looks at the other end of the table and sees David and Helene arguing a bit. (non-cooperation) The teacher sees this but makes no move to interrupt.

This was a typical example from the lesson. The total observation time was 26 minutes for R2. Thirteen-plus minutes were spent on Ginny. The teacher diverted her attention from Ginny 18 times in this time block. These diversion were to help other students, pay attention to disturbances other places in the classroom, send children to thelearning center, signal some children not interrupt, and tell other students to keep busy.

In R2, the high degree of acceptance came from Teacher L's comments to Ginny, the high optimism from her initial encouragement for Ginny to read. Conviviality was present in the teacher's smiling rapport with Ginny and other students whom she decided to help. Cooperation was rnked low because some of the remaining students in the room continued to interrupt the teacher (she did help some) and others bickered and argued.

DT3 was another case entirely. Initially, a free-time was announced in the beginning circle time. Some students went to the classrom store, some listened to records, others finished work they had to do. Teacher L and her aide worked independently with children, listening to them read. Teacher L wanted her children to be self-sufficient in directing their own activities but the children could not contain their noise.

(From the difficult time protocol, June 5, 1978, p. 1):

> I hear one child say, "I want to do leggo." (non-attending) The teacher says they aren't going to be used today because you don't use them well. (non-optimistic) ...Sue asks to be one of the shoppers (in the store) and the teacher asks her, "Have you gotyour work done?" Sue nods her head, "No," and the teacher says, "You get your work done first." (non-conviviality) She then chooses three children to use the record player behind me. ...Lyman then goes over to the teacher. She puts her arm around him and tells him he can go to the store. David then returns to the teacher. She puts her arms around him and his arms are around her waist. It seems as though he wants to do more math work. ...She then turns around and takes a very large airplane out of Rus' hands.

From this point on in the lesson, acceptance was very low. Both the store and the record player activities got shut down because of too much noise. Hoe started to build an airplane (the aide, thinking it was all right to do so gave him permission) and Teacher L gets quite upset with him. Mark wandered and bothered other children--she pushed him into his seat and pushed his head down to his desk. Clearly, Teacher L gets angry. Her anger culminated in an outburst with Lyman who also tried to make an airplane. In this period of time, the children did not do what was expected of them--finish their work, or work quietly at a variety of activities around the room.

In R3, after the initial organization by the teacher, there just wasn't much going on to accept. Ironically, cooperation and engagement were quite high for R3, but the children's enthusiasm caused an adverse reaction from the teacher. The teacher encouraged children to work on their own. Many did, but the noise of their enthusiasm in addition to the behavior of several children who were not meaningfully engaged, caused the teacher to limit choice and end several activities.

The SIB conviviality operated exactly the same way as acceptance for Teacher L. It was highest in R2 and loest in DT3. Acceptance, conviviality, and optimism were high for the same lesson and low for the same lessons.

Engagement, cooperation, and promoting self-sufficiency were ranked highest for the same lesson, DT1. Acceptance was ranked high for this lesson but cooperation, engagement, and promoting self-sufficiency were not ranked high when accepting was ranked highest.

DT1 was a lesson where the children and the teacher were deciding prices for objects that would be in a classroom store. All the children were on the rug and the teacher was taking empty boxes from a supermarket out of a bag, one by one, and having the children decide what the price of the object ought to be.

(From the difficult time protocol, May 22, 1978, p. 1):

> The kids are all in a circle on the rug and the teacher says, "Okay, so we have some milk." She takes a milk carton out of the bag which is to the left of her. "Where did I shop?" she asks. (promoting self-sufficiency) The children in unison say, "P & C." "Who wants to be the ones to put prices on these?" Many children raise their hands. The noise level is zero. They are straining while they are raising and waving their hands. (engagement)

The teacher then chose the children who had finished their work to move to a table with her to go over the items, price them, and set them into a classroom store. The children helped each other arrive at prices and set up the store. The teacher kept the lesson going by bringing out new items. Attending was ow as the teacher did not need to pay any particular attention to one or more individual children.

In terms of this cluster, when cooperation was ranked lowest, engagement and promoting self-sufficiency were low. When engagement was ranked lowest, promoting self-sufficiency was ranked low. When promoting self-sufficiency was lowest, engagement was ranked low. In addition, low rankings in promoting self-sufficiency and engagement were also accompanied by low rankings of conviviality and optimism. Low rankings of cooperation were accompanied by low rankings of pacing and monitoring as well.

Monitoring was an interesting variable for Teacher L. When monitoring was ranked highest, pacing was ranked high, and conviviality, engagement, promoting self-sufficiency, and optimism were ranked low. When monitoring was ranked lowest, acceptance, attending, conviviality, and optimism were low, and cooperation, engagement, pacing, and promoting self-sufficiency were high.

This mass of SIB interactions can be made more comprehensible if the direct and indirect relationships for SIB's are determined. This measure gives the strength of the interrelationships by looking at parallel variations.

> Direct relationship: A given SIB is said to be in direct direct relationship with another SIB if theother SIB is high when the given SIB is highest, and low when the given SIB is lowest.
>
> Indirect relationship: A given SIB is said to be in an indirect relationship with another SIB if the other SIB is low when the given SIB is highest, and high when the given SIB is lowest.

Talb L.8 states the direct and indirect relationships among SIB's for Teacher L. Examination of this table reveals some

Table L.8. Direct and indirect relationships for each SIB with all other SIB's for Teacher L

Supportive Instructional Behavior	SIB's in Direct Relationship	SIB's in Indirect Relationship
1. Acceptance	Conviviality	Cooperation
2. Attending		Accepting
3. Conviviality	Accepting Optimism	Cooperation
4. Cooperation	Engagement Promoting Self-Sufficiency	Attending
5. Engagement	Promoting Self-Sufficiency	
6. Monitoring		Engagement Promoting Self-Sufficiency
7. Pacing		
8. Promoting Self-Sufficiency		
9. Optimism	Attending	Cooperation Engagement Pacing Promoting Self-Sufficiency

interesting summary statements for Teacher L. The degree to which Teacher L accepted children's work and helped maintain a convivial classroom environment was indirectly related to cooperation. Yet cooperation was directly related to engagement by the children on a task and teh tealHer's promoting their self-sufficiency. This was particularly true of the highly motivating store activity in DT1. Her monitoring and her optimism, a quality Teacher L felt was important in her classroom, were indirectly related to the engagement of the children and the promotion of self-sufficiency by the teacher. What seemed to keep the children highly engaged was the lesson of the store activity where the teacher worked with a large group of children. Her preferred style of working with individuals while the remainder of the children worked on their own or with the aide encouraged conviviality and her optimism but did not serve to keep the children on task.

Section Three: Conclusions

1. Relationship of high and low general mood to SIB's.

The general mood scores of Teacher L were high and reflected a teacher who usually started her lessons in a positive mood. The general mood score had no relationship to the occurrence of specific patterns of SIB's. However, the relationship of recalled mood to SIB's was more significant. Accepting, conviviality and optimism varied directly as of function of recalled mood. Cooperation varied indirectly.

These findings might suggest that for Teacher L, recalled mood was a more valid source of information concerning her supportive instructional behavior. Perhaps Teacher L imposed a positive outlook on herself and her class irrespective of real situational variables. That is, because Teacher L wanted things to be positive, she was positive in a manner uncalled for by her situational context. This might explain the lack of relationships with SIB's and her general mood. In recall, however, relationships between mood and SIB's were strongly present. This suggests that after the fact, Teacher L is more aware of what occurred. She did not adjust her classroom behavior according to her mood but preferred to impose her mood on her class irrespective apparently of what events transpired in her class. The example in Section one (page 293) with Barbara where she emphasized to Barbara, "You had a really good lesson this morning," and in a later interview said, "Karen and Barbara had both had pretty bad mornings..." would be an example of this dynamic at work.

2. General Mood to SIB's when SIB's were high/low.

Teacher L showed that when her acceptance, attending, optimism and the classes' conviviality were high, her mood was high. Likewise for these variables when they are ranked low. Her mood was low. However, these findings are somewhat unique due to the fact that her teacher behaviors are often seen as interactions with individual students working independently, not a result of her instructional work with the entire class or even a large segment of the class.

3. Recalled Mood to SIB's when Recalled Mood was high/low.

When her recalled mood was high, acceptance, conviviality, and optimism were ranked high, reflecting traits that seem consistent with her preferred instructional style. Cooperation was low because most students were working independently. Her low mood lesson (recalled) showed the reverse of these SIB's. Acceptance, conviviality, and optimism were low. Cooperation and engagment were high but ran counter to her expectations, hence her negative recall. As a result of this opposition, she engaged in a power struggle with several students and got very angry.

4. SIB's and recalled mood when SIB's were high and low.

Acceptance and conviviality and optimism were ranked high for the highest recalled lesson and low for the lowest recalled lesson. This was a more consistent finding than Teacher L's general mood score and SIB data.

5. Mood Shift

Teacher L had one mood shift, from positive to negative in its orientation, very dramatic in nature. She allowed students to engage in activities where they became inappropriately noisy. She expected them to be able to monitor themselves and this proved to be an unwarranted expectation, at least on this occasion. A classic power struggle ensued fueled by misperceptions of events and lack of her usual ability to reason with individuals. Too much happened too quickly for her to deal with effectively. She did not anticipate potential trouble spots. This latter point may be a direct extension of her characteristic wait-them-out style of discipline. Sometimes her waiting is couter-productive to her goal of having students work out their inappropriate behavior by themselves.

6. Relationships Among SIB's

Teacher L preferred to use independent work for her students so she could attend to individual students. Often her aide worked with groups of students while Teacher L responded to individuals. When she promoted self-sufficiency to a high degree, and the students cooperated, engagement was high. Otherwise, her classroom was marked by her own spirit of conviviality but not necessarily high levels of engagement. High acceptance and optimism ran with high levels of conviviality. When Teacher L showed high optimism exclusively, attending to her students was also high but cooperation, engagement, pacing and promoting self-sufficiency were low. When the latter four SIB's were high, optimism was low. Pacing and promoting self-sufficiency operated independently for this teacher. They showed no direct or indirect relationship with any other SIB.

Teacher L, because of her characteristic style of having much independent activity in her room, was not observed, except for one instance, teaching or leading groups of students in instruction. For this reason, the interrelationships among SIB's reflected behaviors that were more isolated to individual students and did not reflect an interaction between the teacher and large groups of her students.

Epilogue

In a post research follow-up questionnaire Teacher L reflected on her participation in the project. Participation "made me much more aware of the effect my mood has on children's attitudes and behaviors." She felt being observed had a "minimal effect" on her "because often have visitors and college student observers so it really didn't bother me to a great extent." She felt the observer should have not recorded information until she had been in the classroom a long enough period of time to know the names of the children. It makes for better communication between the teacher and project observer. The observer would write down the interactions without the child's name and expect me to remember each interaction at the end of the day and be able to name which child did what!!" The interviews were not as helpful as the protocols. "Some of my behavior and mannerisms that I do unconsciously I became aware of and changed those I didn't like. Thank you for helping me to become aware of my use of or lack of certain SIB's. This awareness has greatly improved my teaching and instruction with my students."

TEACHER M

INTRODUCTION

Teacher M worked with her twenty-one first and second graders in a manner that was instructionally, highly structured. She often told the children each step they were going to go through before they went through the steps. Yet with her structuredness she combined a flexible attitude that showed tolerance both for individual differences of her children and for differences in the kind of instruction she provided in the classroom. Her discipline was liberally salted with a kind attitude toward her children and a sense of humor that they occasionally reflected back to her. She felt positive about the group of children she had during the year and felt that it had been a good year with her children.

Teacher M appeared to have a firm grip on herself as a teacher. She knew what she wanted to have occur for her children and was able to reach her goals. Her children came from an environment whose values were somewhat different than the schools. Teacher M knew how to structure her work to minimize these differences. She knew about the children and their backgrounds and this information was tailored specifically to each child thereby avoiding the stereotyping that could so easily come to her children. She was supportive to her children and saw herself as a model for them in terms of the consistency of her behavior in the classroom. Her consistency was tempered with a tolerant attitude and flexible nature both towards her children and their interaction with the learning activities in her classroom.

Section One: The Context

The District

The urban district was located in one of the two largest cities in the state. Situated near Lake Champlain and the Green Mountains, the city served as a marketing, manufacturing, and service center for northern Vermont and adjacent parts of the Province of Quebec. Railroads, airplanes, and the interstate highway system converged on the area bringing a large number of tourists to bolster the local economy. Fall and Winter were particularly busy seasons reflecting an international interest in the areas of recreational opportunities. Sight seeing, boating, and skiing are major tourist activities. Recent urban redevelopment has begun to renew the downtown area and the dislocation of small but well developed communities of people resulting from this "renewal" has caused social problems within the area. The city's 40,000 inhabitants were divided into several political wards, one of which housed the major portion of economically depressed people. 5,411 students attended the city's eight elementary schools, two junior high schools and one comprehensive high school. Six hundred nineteen teachers and support staff serviced these schools.

The School (Figure M.1.)

U2 (k-6) was located in the southern section of the urban setting. It was situated in a low-income district and served children from the area and a nearby housing project. It was neighborhood school so most of the 370 students walk or ride their bikes to school, except for handful of children attending a special education class. There were a total of twenty faculty members and eleven aides. The school has had a Follow Through Program for almost ten years.

The school itself was located on the corner of two busy streets. School guards guide children across the streets. A child was recently killed near

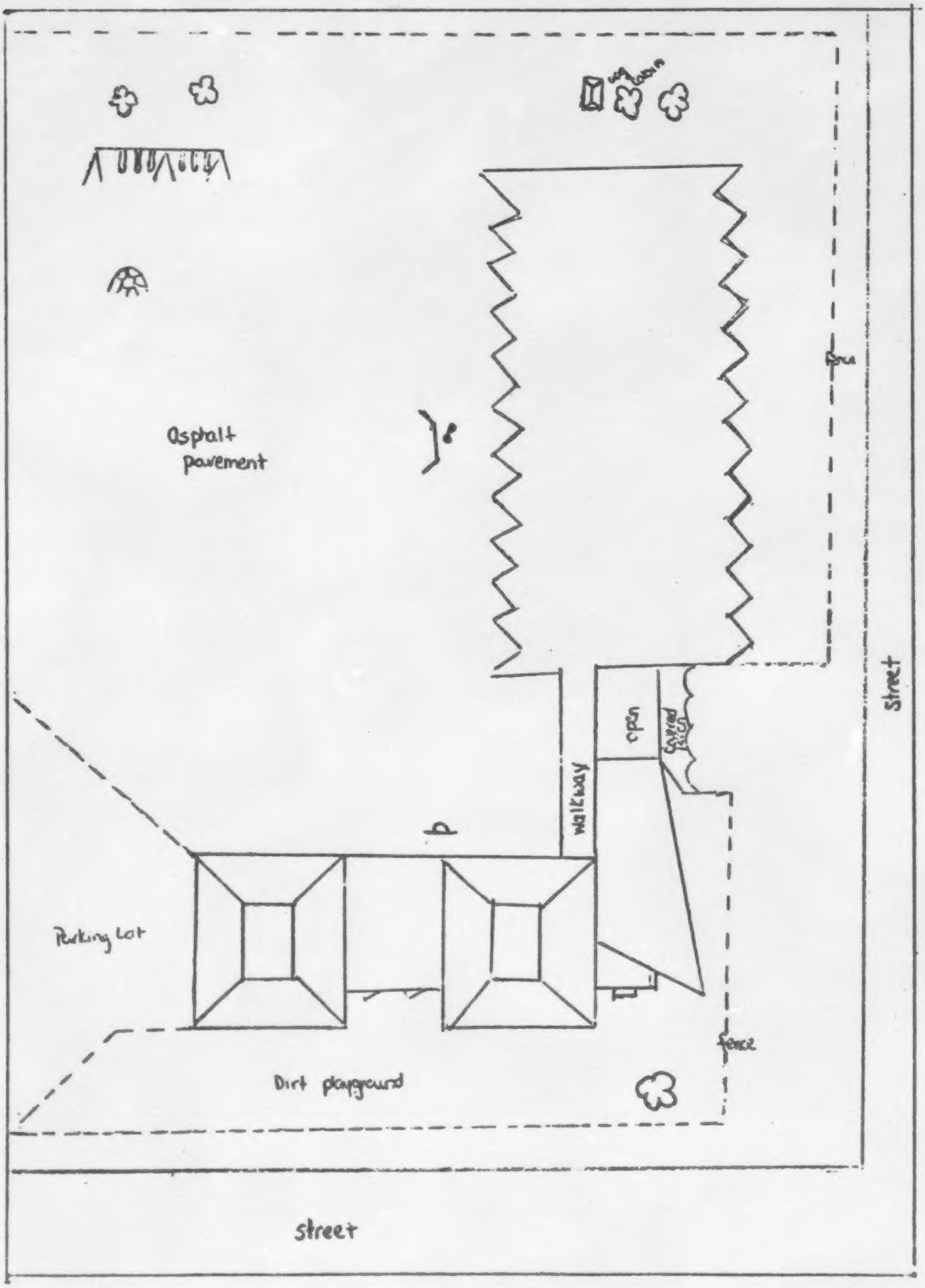


Figure M.1

School Setting for Teacher

the school after being struck by a car. The two story, older portion of the building was built in 1904 and was constructed of red brick. It appears Victorian in style. In 1966, a one floor addition was built off the rear of the old building. It was constructed of concrete. The older building houses those students in grades two to six. The newer building holds the Follow Through Program and those students in kindergarten through second grade. Figure M1 diagrams the school setting. Next to the red brick portion of the building was a small parking lot, which held eight cars. Behind this parking lot and the new building was a large gravel playground. On it were two types of jungle gyms, a set of swings and a baseball diamond with a cage. All of the steel equipment is well-used, alternately shiny and rusty.

Teacher M's room was across from the Learning Center and teachers' room in the new portion of the school. The corridor that lead to Teacher M's room was well lit and had medium blue colored walls and a tile floor. Students' art work adorned the walls and on the right, just before reaching Teacher M's room hung a large bulletin board artistically decorated by her. Continuing down the corridor past Teacher M's room were five other classrooms and a large multi--purpose room. Additional rooms were located along another corridor on the opposite side of the multi-purpose room and the Learning Center.

Description of Classroom

When entering this 1st and 2nd grade combination classroom through the hall door, a long wooden coat closet extended immediately to the right. On the closet, which extended almost the entire distance of the wall, were four large sheets of manila paper. The sheet closest to the hall door reads, "Group one." On it was a story about a dragon. It had been signed by three or four students. On the next closet door was a story about a scarecrow writ-

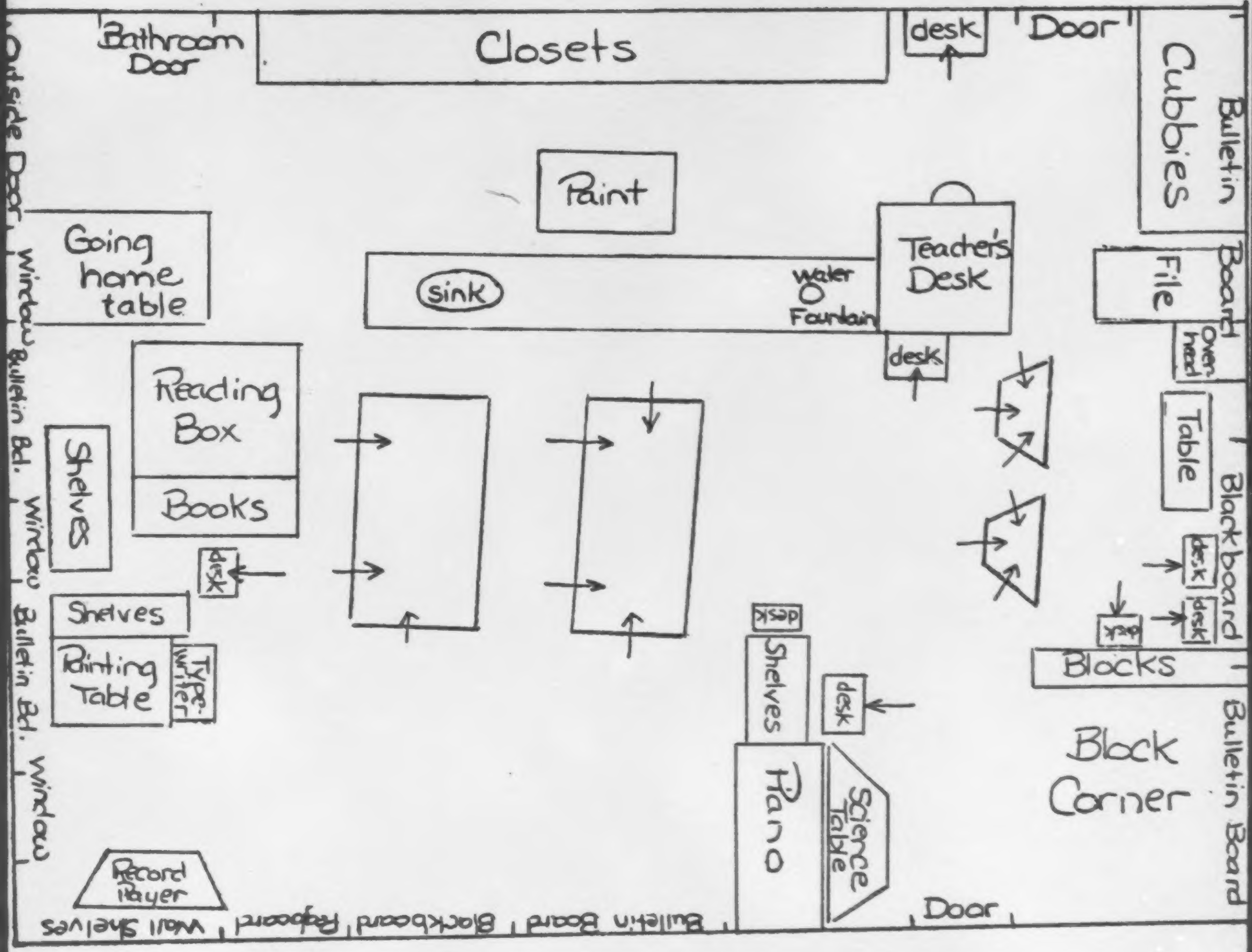


Figure M.2

Teacher M's classroom

ten by Group two. Group three wrote a story about a man in a log and Group four wrote one about a rabbit. Figure M2 diagrams the classroom.

The painting easel was in front of the closets and rested on a checkered cloth which had been taped to the floor. On top of the counter in front of the easel were some flowers.

Some cubbies near the hall door were filled with students' belongings; some were empty. The bulletin board behind the cubbies, covered with red burlap, had several school notices tacked on it as well as a large calendar which had pictures of the presidents on it. On top of the file cabinet were papers and crayons scattered haphazardly. On a table next to the overhead projector was a wooden board. On it was written: "Which day is it?" "Today is Thursday." "Yesterday was Wednesday." "Tomorrow will be Friday." There were also a few blocks on the table as well as a book. On the wall behind the table was a small bulletin board which had "Measuring and Metrics" written on it. Different shapes numbered 1 through 12 were tacked onto the board. Above the blackboard nearby was a movie screen. In the block corner, several blocks are scattered on the floor. On the bulletin board next to the blackboard, neatly tacked up, were some of the students' writing papers. There were also some lists of rhyming words (an, can, ban, etc.) hanging from the bulletin board. There was a large piece of poster board with "Helpers" written on it on the other bulletin board in the block area. There were pockets on the poster board with the jobs written on them: "line leader, blackboard, pencils, snack, closets, scissors, guinea pig, block corner, and paper." To the right of the poster board, still on the bulletin board was a picture of three buildings. It appeared to be a scenic picture that might have been taken out of a magazine about Vermont. Below this bulletin board was a small shelf with two containers of building logs on it. On the door near the block corner was a chart which had each child's height marked off.

On the wall behind the piano was the alphabet. On top of the piano was a round stool as well as some folders and books scattered haphazardly. On top of the shelves next to the piano was a box covered with contact paper, which contains students' completed work. Inside the shelves were letter blocks, puzzles, records, and other assorted games.

The calendar of the month of May was on the bulletin board near the piano. All 31 days of May were on the calendar and were tulips cut out of red and green construction paper, either by the teacher or the aide. Under a shelf near the calendar was a Peabody Language Development kit and two other cases. On the peg board nearby was a 1978 computer calendar with Snoopy on it and also an activity sign-up sheet. Also on the peg board were four sets of headphones.

On the wall shelves behind the table with the record player on it, were books and puzzles neatly stacked. Above the shelves was a picture of Jack and the beanstalk and Jack was holding the golden goose.

On the bulletin board behind the heater near the printing table were drawings made by the students with descriptions of the pictures such as; "monster," "Dracula" and "wild" written on them. On the printing table were different stamps for each letter of the alphabet as well as some wipe-off cards. On top of the cubbies were puzzles. On the shelves below the window were several stacks of books. One stack consisted of math books from the Health Math Series, 1975 edition. Reading books from the Harper and Rowe 1966 series and "Pepper" Harper and Rowe Linguistic readers (1975) are also on top of the shelf.

There is a green rug which covers the area between the piano, heater near the printing table, and Justin and Russell's tables. The rest of the floor is tile. The ceiling is white and there are four long rows of lights evenly spaced. Hanging from the lights are butterflies made of construction paper and cellophane which the students have made. The color of the wall is pale yellow.

The Teacher and Her Relationship to the Study

Teacher M was 47 years old and has eight children of her own. She had the equivalent of a B.S. degree in Education. This was her first year of teaching but she had been an aide in the school in the past nine years. She was the first aide of the schools Follow Through Program to receive certification as a teacher. On the initial questionnaire, Teacher M agreed to participate because she thought "It's a chance for me to grow -- to see myself as others see me."

In the final interview at the conclusion of the study, Teacher M expressed several additional points related to the study. She felt the observer had not seen the range of moods that occurred in her classroom. The following section from the final interview protocol relates this.

> (from the interview protocol, June 2, 1978, p.10)
>
> T: It had just gotten to that point that it was going to explode and yet you weren't there to view all that. It happens quickly, you really don't know sometimes, the cause of things.
>
> O: So you wish that I had been perhaps, observing for 10 minutes, gone out for 10 minutes?
>
> T: No, I'm just saying maybe that you would have to observe for a longer time to get a true picture because most of the periods you were in here were relatively calm. I don't think you saw too many real battles. And yet, they do exist, especially in the hot weather when everyone's tired and so forth.
>
> O: So perhaps devoting more time?

> T: That and it's not always maybe the teacher's moods that you have to take into account.

Teacher M thought the study was limited because the information gathered during the study did not cover what she felt were the broad range of children's behaviors that existed in her room.

Opinions Regarding the Effect of Her Mood On Her Teaching

On the initial questionnaire, Teacher M indicated she thought there was a relationship between her moods and the way she interacted with her students. She felt that she was "less communicative" when she was in a worse mood. In the final interview she broadened her perspective on the effect of her mood and her interaction with the children.

> (from the interview protocol, June 2, 1978, p. 9)
>
> T: Well, I definitely feel that my mood has an effect on the kids, but I think that what you do after you've been teaching for awhile is to realize how important it is that you remain steady and you really work at keeping those feelings submerged or you go out and hit a golf ball after school or something. You just can't do that to kids because I'm perhaps the one steady influence in many of their lives, and for me to fluctuate because of my mood or because the sun is shining or it isn't isn't fair to them. And so I think maybe, I very consciously try to not let it. I'm sure that there are days especially if you're coming in with a cold or something, that you're really short tempered, that you don't do that, but it's certainly something that you're going to try to overcome . . . I just think that you can't snap at a kid because you happen to be in a bad mood.
>
> O: So you try to more or less stay on an even keel?
>
> T: I really think that it's important for me to stay on an even keel. Because I really think a lot of kids don't have anybody else that reacts to them approximately the same way when they do the same things day in and day out. And I don't think that there's any other way for them to determine what's acceptable and what ~~isn't~~ unless they have somebody that explains it to them, or shows them the way. I think a lot of them would aim to please if they knew how, so I'm trying to give them that form.

Teacher M. felt that her own mood did effect the way she taught. But she also felt that it was up to her to be aware of her mood and not let it get in the way of the way she wanted to be with her children. She went on to talk about other influences in the classroom on her mood.

> (from the interview protocol, June 2, 1978, p.10)
>
> T: The kid's mood have a tremendous influence on each other and there's a big interaction.
>
> O: Do you think that their mood influences you?
>
> T: Definitely, because it's really fun to teach when everybody is in a good mood and they're cooperating. If you get a lot of them that aren't paying attention or don't want to and can't be bothered and you can't reach them for some reason, it makes it a lot harder work. I think you find there's an interaction of moods.... You'll have a great thing Monday, and then by Tuesday, they're sky high again, and then by Wednesday, they calm down. But I don't know what makes these highs and lows. You can't blame it all on the weather. It's definitely a factor in this classroom. I think it's not just the teacher's moods. There's other moods that go into it.

Teacher M believed that in addition to her own mood and its effects on her teaching, the mood of her children and the effect of the childrens' moods definitely had an influence on what happened in the classroom.

Characteristics of Her Teaching

Teacher M taught a combination classroom of first and second graders. There were 21 children in her classroom, 9 boys and 12 girls. Her reading lesson was taught as the last period occurring from about 10:30 to lunch time (noon). The most difficult time for Teacher M was when the children either came back from afternoon recess or back from gym. This time for her was roughly from 1:50 in the afternoon until 2:30. Therefore she was observed during one time period in the morning and one time period in the afternoon.

The characteristics of Teacher M's teaching were addressed under four headings: structuredness, toleration/flexibility, discipline, and the ability to carry out multiple activities at the same time.

Structure

It seemed that when Teacher M led the children in an activity, she always told them what she wanted them to do before they could do something she didn't want them to do. She seemed to know how the children would react to certain activities she led them through and was therefore able to anticipate situations that might go wrong for her before they happened. An excellent example of her structure [illegible] in this sense, is from the difficult time lesson taught on June 2. This lesson was an investigation of magnets. Her purpose was to have the children use magnets on a variety of materials, some of which the magnets would attract and others of which they would not. Her goal was to have the children experiment by themselves and to record their findings on a sheet of paper she had handed to each of them. Her structure is noted in the following excerpts.

> (from the Difficult Time protocol, June 2, 1978, p.2.)
>
> She says, loud enough so that each child will here, "The first thing you are going to do is write your name on the top." She then asks the students, "What's the very first thing you're going to do?" The students answer, "Write your name." One student asks, "Can we color the sheet?" The teacher has just handed out some memeographed worksheets, and the teacher says, "You just put your name on it and listen to Mrs. Burns." She says this calmly and doesn't seem to be irritated. She then says, "After all the sheets have been handed out, on top of the page there are two magnets. Under one is the word yes. Under the other are the letters, No. "If you think the object will be attracted to the magnet, write yes. If you don't, then write no... Now you may start. When you finish turn your paper over and look at me." Bobby asks, "What do we do?" The teacher repeats the directions again. The teacher looks at Bobby, smiles, and is holding up a rubber band. Bobby asks, "What is this right here?" He is pointing down at his paper. The teacher holds the rubber band in front of her and smiles. Bobby then realized that the picture is a rubber band. After the children marked on their papers what they thought the magnet would do, the teacher had them try to pick up the various materials with the magnet in order to test their answers.
>
> She then asks a student to try picking up the box with the magnet. It does not work. At this point, several of the children who have gotten the answer correct yell, "Yeah!" and throw up their arms.

> The book is tried, then the rubber band.... The teacher is smiling as the children throw up their arms and say, "Yeah!" She then asks Jack, "Jack, how about the nail?" Jack tries it and those who have the answer correct again yell, "Yeah!" The teacher smiles and laughs.

What was seen in this excerpt was the manner in which Teacher M led the children through certain activities in the lesson. The excerpt is typical of the entire lesson.

Teacher M's structure was also revealed in her scheduling. She felt that by keeping the classroom organized according to a regular schedule, the children were more liable to move with ease from one activity to the next activity. She spoke of this in an interview.

> (from the interview, June 1, 1978, p.2)
>
> O: The math period that I saw earlier this morning, they really settle down and they knew exactly what was expected of them.
>
> T: If they don't, by the time they get into June they are not going to know. We have many days when our schedule is interrupted, but ordinarily our schedule runs pretty much the same so they know exactly, they could run the classroom, I'm sure. And I'm sure that if we do things that are a little different, I'll have someone telling me "It's that time now. Teacher, it's time for something else."

The structuredness then, characteristic of Teacher M's teaching, was planned by her. She believed that there would be less chance of misbehavior in the classroom if she ran not only her lessons in an orderly fashion, but also kept her daily events predictable and ordered.

Toleration/Flexibility

While she believed that structuredness was important in terms of her planning and instruction, Teacher M was not inflexible. There were several times during the course of the study when Teacher M changed her plans at the last moment.

One change occurred in a math lesson because she was suddenly informed that her classroom aide was not going to be there that day.

> (from the interview protocol, May 31, 1978, pp. 2 & 3.)
>
> T: "Well, for instance math I changed this morning because I knew the aide wasn't coming. You see, what I thought was that she was going to be there first thing in the morning. I hadn't done anything but change my folders. They're used to reading this each day. They're used to having a considerable amount of attention because many of the sheets they simply can't do alone. There's just not enough of me to get to everybody's needs and to keep them functioning at a level that I find acceptable."
>
> O: "And because your aide wasn't here you were unable to do that."
>
> T: "I am very pleased with the way the morning went, all things considered, because they were high when they came in and it's very warm in here."

Teacher M showed a flexible orientation towards what she required from the children as a function of what she was teaching. In her writing lessons she required correct spelling. The children had to come to her for the correct spelling of words if they did not have those words accessible. However, during a time of creative writing or an art activity, spelling was not the most important of these lessons. The observer noted that during one particular lesson where the children were writing about a picture many of them came to the teacher for help.

> (from the interview protocol, May 31, 1978, p.9.)
>
> O: It seemed like maybe there were two or three that were coming up more often than others.
>
> T: And I have gotten into some things they're now doing almost a little bit of creative writing. Like there's a picture of a dinasaur or a dragon or something and I'm your new pet. (The kids have to write) what are you (the pet) going to do for me? So it's not anything that they're really structured into and so if they are being creative I think it's worth my spelling all the words for them.

Teacher M's flexibility was also perceived in her attitude about noise in her classroom. There were times, of course, where Teacher M required the children to be silent but hers was not a silent classroom. There were many times when the noise level was relatively high, but not too high for Teacher M.

> (from the interview protocol, May 31, 1978, p.12.)
>
> O: But you had to repeat it because he couldn't hear you. How did you feel about that, having to repeat it? You didn't say anything else to the other children.
>
> T: Well, sometimes they can be noisy and not noisy. They were all talking but they weren't really screaming or anything. It was just them, and they all were working. I didn't have any quarrel with anybody not working at that point so there was really not sense in saying "Hey, everybody shut up." I really think there is such a thing as everybody talking and yet being busy, and it's not annoying. If you've got a couple of students that are making all the noise running around, why then, I'm going to stop it.

At another point during another interview, Teacher M related, "It's good for them to talk when they're thinking."

That Teacher M's flexibility and tolerance for noise was higher than some other teachers in the school was revealed in the following incident. During a lesson Teacher M was teaching someone turned out the lights in her room.

> (from the Difficult Time protocol, June 2, 1978, p.5.)
>
> At this point, someone turns out the lights. The teacher looks over at the door and sees another teacher that has entered the room and has turned off the lights. The teacher who has come into the room, Mrs. ____, then says in a very loud voice, "I'm trying to make myself heard." Mrs._____ looks over and smiles at her broadly. Teacher M continues to look at her as Mrs._____ tells a student, "I don't like being yelled at." Teacher M asks Mrs.______ who was yelling at her. and I am unable to hear what Mrs.______ says.
>
> Teacher M's reaction to this incident was interesting.
>
> (from the interview protocol, June 2, 1978, p.10.)
>
> T: But even this afternoon when we were doing the magnets, I thought things went fairly well. Even when Marion came in and said they were too noisy, I didn't find that objectionable.

In summary then, Teacher M operated instructionally in a highly structured manner, yet showed tolerance and flexibility when dealing with variations in her instruction and what she required from her students.

Discipline

It can be said that her structuredness and her flexibility contributed to the style of discipline she maintained in the classroom. Yet in addition she also used a number of techniques that were clearly related to the control of children's behavior.

It was important for Teacher M that the children recognize the importance of listening to each other and to her. Repeatedly throughout each of the six lessons, she made reference to the children's ability either to listen or not listen. The following example was an interesting one. It occurred within the game of Simon Says. The reason for the game, as the teacher later recalled, was to help the children move from their very active gym period back through a time of less activity to her lesson which was to require little activity. The game of Simon Says then was a bridging activity for her.

(from the Difficult Time protocol, May 31, 1978, p.2.)

> She is starting to play Simon Says. "Simon says put your hands on your shoulders," and she continues on saying, "Simon says, Simon says," and then she says, "Take them off."..."Take them off. Did Simon say so? Simon says be good listeners." The teacher then continues. "I would like everyone..." and then she says, "I'm going to give you a great big enormous piece of paper, and I want you to do a picture of the favorite thing that you did over this vacation and we'll write a caption underneath." The students then begin to talk louder. The teacher then stops talking and looks at them. She is not smiling. The teacher then looks at Carl and says, "Do you want to do it now, or do you want to do it later?" She is asking him in a matter-of-fact way, not in an annoyed tone of voice.... The teacher then says, "When it's quiet I will ask my pencil passer and paper passer to do their jobs. Until then, you will sit with your heads down." She appears to be a little impatient. She says this loudly so that each child can hear. She then continues with Simon Says, after they have had their heads down for perhaps one minute. "Simon says to zip the lips." The teacher goes over to the paper which is on top of the reading box, picks up several sheets and begins to hand them out.

This was an example of her requiring the children to be good listeners within the context of a game that was designed to settle them down for her next instructional period.

What is also noted in this excerpt is her use of having the children put their heads down. This technique was used sparingly by Teacher M in order to get her children quiet. It worked well whenever she used it and she used it in lieu of yelling at the children. There was no point in any of the observations that Teacher M raised her voice to a high level with her children.

Another technique which helped Teacher M with her discipline was that she continually moved about the room, and when she did not, she situated herself on her piano bench where she could scan the entire room. This technique allowed her to see what was going on most of the time. Its effect was revealed in this incident with Carl. During the observation of the reading period the observer only noted that at one point the teacher said, "Thank you Carl." The context of this statement was revealed in the interview with the teacher.

> (from the interview protocol, May 31, 1978, p.2.)
>
> O: Then you started to move around the room and you were handing out the sheets that had their names on them, and they were instructed to write their names once. I was sitting facing you and you looked over at Carl who was behind the counter and you said, "Thank you, Carl," and I didn't know what that was about.
>
> T: Well, he was going to run out the door and see what was cooking (in the hall) and he looked at me, he knew better and he started back in, so that was just he knew that he was doing the right thing.

It was also characteristic of Teacher M's discipline not to raise a fuss over incidents such as this. The child did what she wanted and she thanked him for it.

In addition to her toleration and flexibility, which helped with her discipline and her specific techniques that were used when children do go beyond her levels of acceptability, Teacher M had several continual techniques that characterized the way that she maintained good discipline in the classroom. She often praised the children's good work, placed her finger to her lips for silence, frowned at children when she wished them to do otherwise, and several times moved children around with gentle shoves of the hand. During the observations, she never shoved a child strongly. The shoves were always noted by the observer to be gentle.

In the final interview, Teacher M spoke to her overview concerning discipline in her classroom. It is to be noted that many of the children in Teacher M's class come from a neighborhood characterized by fighting and general turmoil. Teacher M believed that many of her children needed attention but their need for attention was so great that it didn't make much difference to the children whether that attention was negative or positive.

> (from the interview protocol, June 2, 1978, p.3.)
>
> O: It's really interesting to see the different ways the children tried to get attention in the school.
>
> T: It's very negative. They can seek the most negative of attention and seem to be completely satisfied with that because it's all they've ever had. It's why you really get into such a hassle with some discipline problems and you almost have to come to the point of anything short of violence you sometimes ignore. Otherwise you won't make any progress. And it's very frustrating because you've got to have a double standard and you don't do any better until you come to that point of admitting that I've got to ignore a lot that I wouldn't like to ignore. And when you can accept that, you can live by it. It's one thing to accept, and another to live by it. Then you'll start to make progress because then you can indeed reward good behavior. You can make, or give them the recognition they want, and yet do it on the behavior that you find acceptable. You do have some very tense days, when you're building on those kinds of things.

Humor

It must be noted that Teacher M uses her sense of humor to maintain the discipline in her classroom. She modelled humor, and some of the children responded.

> (from the classroom reading protocol, May 31, 1978, p.6.)
>
> The teacher takes a folder out of the box and opens it up and says to Moses, "You did a really good job." She is smiling. Gloria now comes in the room and moves behind the counter. As she is doing this she says, "Mrs.___, I got everything wrong." She is smiling. The teacher looks over at her and smiles and says, "I don't believe you." Gloria moves over to the teacher who is sitting at the piano bench. The teacher puts her arm around Gloria.

The context of this interchange was revealed in the interview after that lesson.

> (from the interview protocol, May 31, 1978, p.8.)
>
> T: And it's a little game they play with me, they come back (from the learning center) and tell me how terribly they've done if they've really done superbly and that way maybe they get a little more loving out of it. I'm pretty sure Gloria had perfect or one wrong.
>
> O: Oh, I missed that. Yeah, cause you looked over at her, and you smiled at her and you said, "I don't believe you."
>
> T: Yes, it's just their little thing, nice little way of stretching their loving."

This interchange between the teacher and Gloria was typical of the humor existing in Teacher M's room.

Teacher M's attitude toward mistakes was an important ingrediant of her classroom discipline.

> (from the interview protocol, June 1, 1978, p.7.)
>
> T: I think a lot of kids have the feeling that making a mistake is a terrible thing. They come to school feeling that you don't make mistakes. It's something that their parents instill in them. Obviously, everybody makes mistakes. I frequently try to bring out the fact that I make a mistake, because it's perfectly normal. You're not ever going to learn anything until you make mistakes. I just want those kids to get over the feeling that making a mistake is something dreadful. It isn't.. It isn't. So I do try to make light of their mistakes, or at least tell them that they're understandable, or everybody makes them. It's nothing to worry about.

Her attitude toward noise, and her flexibility towards her lessons, were also revealed in this attitude towards her children making mistakes.

Multiple Activities

Teacher M dealt with a group of children that were very active. One characteristic of her teaching that helped her in this regard was her ability to deal with multiple activities at the same time. It wasn't necessarily that she enjoyed these situations, because often it meant that she was not able to give individual children the attention she wanted. The point to be made was that Teacher M was able to adjust to these kinds of situations without being harsh on the children who were responsible for them. An example of this kind of situation comes from the reading lesson on May 31.

(from the reading protocol, May 31, 1978, p.6.)

> The teacher then calls up to Della to read. Della goes and sits to the right of the teacher. The teacher is looking over at Bobby. She then gets up, goes over behind Bobby and says, "Bobby, is that going to help Mary?" It appears that Bobby was helping Mary with her work and not letting Mary do it herself. The teacher moves over to the box of folders. Jerome goes over to the teacher and asks a question. The teacher takes a folder out of the box and opens it up and says to Moses, "You did a really good job." She is smiling. ...She has returned to the piano bench. She then looks at Della who has begun to read, and then back at Sue who is still behind the counter. She watches her as she moves to her desk. Someone now walks in the door and the teacher looks over. She then returns to hear Della read. She is leaning over in order to hear her. I am unable to hear Della read myself since there are still children to the left and right of me. Sue goes over to the teacher and I hear the teacher say, "But you need to hurry," and she smiles. Jerome and Maria go over to the teacher. Dolores, who is at the table, to the right of me asks, "Mrs._____ Where is Mrs. Smith?" The teacher looks over at Dolores, wrinkles her forehead and says, "She's got someone sick at home today." Mrs. Smith is the aide who has been out all morning but who may return later on this afternoon. Sue returns to the teacher. The teacher helps her and then turns her attention back to Della who is still reading....

This excerpt continues for many more lines as Della continues to read and the teacher, saddled with the absence of the classroom aide, must pay attention to Della and the other children who seek her attention. In the interview that day, Teacher M stated her opinion about that incident.

> (from the interview protocol, May 31, 1978, p.13.)
>
> O: That's why I was so surprised that this morning, when you were listening to Karyn and Della read, and you had these other students coming up and asking you questions while also listening to Della read and you were picking up her mistakes, I couldn't believe it. I don't know how you handled that.
>
> T: Well, I'm sure that some of them get by me, but it's just that you do divide your time period. You do just get to the point where you can kind of monitor two things at once but you aren't really giving your full. It's not really ideal by a long shot. And I'd much prefer, I've had other classes other years, say two or three where the kids were much more independent. When I was reading with someone they didn't ask me anything. I would have time when we finished where I was open to questions. When I was reading, that was a sacred time. You were going to get the same treatment, but you didn't talk to me then, and that is really nice, but you've got to have students that are higher in self-sufficiency than mine are this year.

This was not a preferred situation for Teacher M. Nevertheless, she was able to deal with it rather calmly because she understood why it was occurring and that she could do nothing about it.

Attitudes Concerning Individual Children, the Class, the Community

The following situation involving Nathan was not an uncommon one either with this child or other children in her classroom.

> (from the reading protocol, May 31, 1978, p.4.)
>
> The teacher is moving over towards the rug area and she stops as she is moving into quadrant two. She looks over at the boy, Nathan, motions to him with her finger to come over. He brings his paper along with him and the teacher says that he needs to write his 10's one more time. Nathan stamps his foot, and says, "One more time," in a whining type of voice and returns to his desk.
>
> (from the interview protocol, May 31, 1978, p.6.)
>
> O: What about Nathan in particular?
>
> T: Nathan, I'm just as sure as shooting that Nathan is going to end up repeating somewhere along the line but I think that's a pretty heavy note to put on him right now. They moved here after being in five schools. Nathan, when he was in Florida wouldn't even talk

> in school, apparently. His mother said that, "I guess the kids criticized and ridiculed his speech problem, so he wouldn't talk in school." So at this point, I feel that probably I'm doing Nathan a favor by letting him talk and be noisy, perhaps more than I would with someone else, simply because I feel that's the right thing to do.... Nathan may storm, but he always goes and does what I ask him to do. I can't tell you a single occasion. He may have a lot of mouth about him. But again, we understand each other, and he's my staunchest supporter, if it came down to, "Mrs._____ doesn't want that kind of thing." He'd be the first one out there telling the kids to rally around me.

This excerpt was typical of the reactions Teacher M had to certain children in her room who were unique. She always referred to the individual child in question and what her reaction was to the child's behavior. Where she moved beyond classroom behavior for explanation of the child's behavior, she revealed a knowledge of the family from which the child came that did not minimize the family's circumstances. The neighborhood surrounding the school can be a violent place to live, but Teacher M did not use these characteristics of the neighborhood as an excuse for the behavior of the children in her room. She always seemed to be able to explain each child's behavior in and of itself.

Her statements about the community came out while she was speaking about some of the new reading materials that are on the market.

> (from the interview protocol, June 2, 1978, p.7.)
>
> T: You notice a lot of the reading materials that they are bringing out now, many of them deal with social problems but on the kids level. I think that a lot of teachers are doing a great deal with that kind of thing, having group discussions and so forth. I haven't found it particularly helpful in here, because I don't have enough that are mature enough to handle it. They can't relate to it and they won't accept the responsibility for these actions.... But I think it's a good idea because many kids don't have a model at home that tells them any differently. It is an eye for an eye and a tooth for a tooth, and if you fight with the neighbors, good deal. That's their summer entertainment.
>
> O: Do things really get hot during the summer?

> T: I think it's been scientifically proven that tempers rise and police calls and crimes of violence.

Teacher M referred to the community that the children come from but also said that she believed in general that tempers and crimes rose during the hot days of summer. Her understanding for her children's behavior seemed to rest more on her own personal experiences with the children and what she knew from the children's families directly, and less upon what she intuited because of the neighborhood the children were coming to the school from.

She said this about her kids.

(from the interview protocol, May 31, 1978, p.8.)

> T: I think we have a really nice class this year, and I think it's been important to me that it's been a non-violent class so perhaps I've worked on cooperation a little bit more than someone else would have. That was one of my main goals. ...I've been in some pretty brutle classrooms. I've had bruises from one end of my leg to the other to prove it, but I think you can set the tone and you're going to have occasional uproars, but I've never found in this class that I couldn't sit them down and talk to them and maybe it is very condescending but they will admit that that's not the way we handle it. We have rules, we have gone through the whole bit. We've lost choices, we've lost snack period. I maybe have been a little bit hard nosed about it but I think especially with the hot weather it pays dividends. ...you reap what you sow.

Section Two: Data Analysis

Analysis 1. What were the relationships existing between SIB's and general mood for lessons when general mood was highest and lowest for the teacher?

Table M1 gives the general mood ratings for Teacher M.

Table M1. General mood score for each lesson observed for Teacher M.

	Lessons					
	R1	DT1	R2	DT3	R3	DT3
General Mood Score	2.73	1.95	2.23	1.64	2.55	2.36

From Table 1, it was evident that Teacher M's mood rating fluctuated considerably over the six observed lessons. The lesson of highest general mood was R1; lowest general mood was DT2. Table 2 relates the occurrence of SIB's ranked high (5,6) and low (1,2) to each of these days.

Table M2. Ranking of High and Low SIB's when General Mood was highest (R1) and lowest (DT2) for Teacher M.

Lessons	SIB's ranked high	SIB's ranked low
High General Mood Score (R1)	attending monitoring optimism	conviviality cooperation
Low General Mood Score (DT2)		accepting attending pacing promoting self-sufficiency

R1 was a cursive writing lesson that was run similarly to R2. The teacher worked with a group of children at the board and worked to keep them focussed on their work. The following excerpt is drawn from this lesson.

(From the classroom protocol, May 31, 1978, p.3)

> The teacher says, "Okay, Sally to the board, please." The teacher moves through the room to those children who have been doing cursive writing, and is handling a yellow sheet to each of them. ...While she
> (mon) is at Lewis' desk, she looks over at Sally who is writing on the board and says, "Sally, I want you to keep working." Nathan now moves over to the teacher and says, "It's supposed to be an N, not an
> (att) M. It's got two humps." The teacher smiles and says, "Look up there."

The sample protocol showed the directed nature of this lesson. The existence of monitoring and attending and the absence of cooperation and conviviality was notable. There was nothing in this lesson to denote particularly the high general mood of the teacher. The mood checklist provided the following clue, however. The teacher recorded a recent event which strongly influenced her mood: "Good vacation. Kids glad to be back!" So it was not the lesson, evidently, that caused a particular mood in the teacher. Her high mood seemed related to a return from vacation and an indication from the children that they were glad to return.

The lesson of lowest general mood seemed likewise to have causitive factors external to the lesson itself. It was interesting to note that this lesson of lowest general mood had no SIB's ranked high. In addition, those SIB's ranked low were acceptance, attending, paceing, and promoting self-sufficiency. The teacher was not being very responsive to her children during this lesson.

(From the classroom protocol, June 1, 1978, p.2.)

> She then returns to the chalkboard and says, "You need to listen carefully because I will only repeat it once." The teacher moves around the room and hands out the sheets of grey construction paper. She then gives the pack to Anna who is the paper passer, and the can of pencils to Della. She returns to her position in front of the chalkboard and says, "If you don't hear me, and you're not listening and you ask me to repeat it, that's too bad because I'm not going to."

This was rather typical of Teacher M's beginning interactions with her children during the lesson. She wanted things to go her way, regardless of what the children desired. Two sources of data indicate why this may have been so. It had not been an easy day at school for three reasons:

1. Teacher M was "just awful tired". (mood checklist);
2. She had a power struggle with Sue after lunch. (mood checklist)
3. Carrie had fought with her in the gym.

All of these situations occurred to her afternoon lesson. Her mood, particularly her feelings of confidence, tenseness, sadness, frustration, and calmness was specifically effected. As she related in her interview June 1, 1978, page six:

> We had a little bit of an unsatisfactory recess. We had a few squabbles out there that I really didn't think were necessary. I think perhaps that there's a lot of pent up feelings in the kids today that I feel and they just weren't able to interact very successfully at recess. And my feeling is that recess is supposed to be a good time and I really think that there is a release, so when we have an unhappy recess, I feel very negative about that.

In spite of these rather depressed feelings, she had an interesting lesson with the children. They drew a picture of subject matter, directed by the teacher.

(From the lesson protocol, June 1, 1978, p.4)

> You've got a cat chasing a mouse. You're going to make a dog chase the cat." She then clarifies this and says that she wants the dog chasing the cat, and the cat chasing the mouse, and they all have to be on one side of the paper. ...She looks and check her clock again. Her arms are still crossed at the wrists. She then says, "Underneath your name, make a toothbrush." Several children say, "This is Tom and Jerry." The teacher is smiling.

She remained very directive with the children yet there was enough "play" in this lesson that she could smile, despite the afternoon that it was.

Analysis 2. What relationship existed between SIB's and general mood scores when SIB's were ranked highest and lowest?

Table M3 lists the relationships between highest and lowest SIB rankings and the general mood score. In addition, the table presents whether or not the general mood score for the given lesson was greater than, less than or equal to the average general mood score for all six lessons taught by Teacher M.

89% of Teacher M's SIB's were ranked highest for lessons when her general mood was greater than or equal to her average general mood. These were particularly significant findings. They showed, particularly in the first case, that when Teacher M is feeling better than average, her rankings of SIB were very high. And to a lesser degree, on days when she's feeling worse than average, her rankings of SIB's were low. However, in the latter case, four of the eight SIB's were equal to the average (.01 points lower). The strongest finding was clearly related to the highest ranked lessons. When Teacher M is feeling positive, in a higher general mood, the use of SIB's is likewise high.

Analysis 3. What were the relationships existing between SIB's and recalled mood for lessons where recalled mood was highest and lowest?

The data related to recalled best and worst mood was complex for Teacher M. In the final interview she noted the following.

Table M3. Comparison of Highest and Lowest Supportive Instructional Behavior Ranking (6 and 1) to General Mood Score for the Lesson During Which the Ranking Occurred.

Comparison With Average General Mood for all Lessons	General Mood Score For Given Lesson	Lesson Ranked Low	Supportive Instructional Behavior	Lesson Ranked High	General Mood Score for Given Lesson	Comparison with Average General Mood For all Lessons
equal to	2.23	R2	ACCEPTANCE	DT3	2.36	greater than
	2.54	R3	ATTENDING	R1	2.73	greater than
	2.73	R1	CONVIVIALITY	DT3	2.36	greater than
equal to	2.23	R2	COOPERATION	DT3	2.36	greater than
equal to	2.23	R2	ENGAGEMENT	DT3	2.36	greater than
less than	1.95	DT1	MONITORING	R2	2.23	equal to
less than	1.95	DT1	PACING	DT3	2.36	greater than
equal to	2.23	R2	PROMOTING SELF-SUFFICIENCY	DT1	1.95	
less than	1.95	DT1	OPTIMISM	R1	2.73	greater than

(From the interview protocol, June 2, 1978, p.8).

> Teacher: Probably the worst mood I had was the morning that the aide was out, and I was a little upset. Well, that would have been the afternoon more, that I found out what happened.

During the lunch hour between observations, Teacher M was informed of the specific nature of the personal problems that prevented her aide from being at school that day. She was close to the aide and the information concerning her aide upset her. The interview on that day confirmed her being upset as she continually noted she felt "preoccupied".

(From the interview protocol, May 31, 1978, p.12.)

> Teacher: This afternoon I was so disrupted, I really was. ...I just probably had my mind not exactly where it should have been. Probably I was not all together, so it wasn't the kids fault.
>
> Observer: I really didn't notice a mood change at all.
>
> Teacher: I just was so preoccupied.

Yet, in retrospect, she also noted on June 2, the final interview that her "best period" was during the afternoon session of May 31st.

(From the interview protocol, June 2, 1978, p.8)

> Teacher: I think probably the easiest one (lesson) has to be the afternoon we did the pictures. For some reason they just really seemed to get into that and enjoy it. ...Everybody seemed to be really content, they didn't have any squabbles.
>
> Observer: So, for the good mood she has chosen the afternoon period at 1:50 on the 31st of May...
>
> Teacher: I have a feeling that I'm going to be the exception that proves the rule because I think on my mood sheets I didn't have the same feeling that I have about it looking back on it. I have a feeling I checked on the day, for instance, that they did the pictures that I felt (now) was a successful lesson, I have a feeling that I checked that I wasn't in a good mood, or that I had a lot of worries or something.

What the analysis revealed was a contradiction. Teacher M recalled her worst mood to be on May 31st. This was verified by comments she made in the interview on that day. Yet she recalled that the afternoon lesson was her best lesson, and then said that the lesson was also her best mood. So in terms of recall, we have the best and worst mood for the same lesson!

Teacher M offered the best explanation for this apparent contradiction at a later point in the final interview.

(From the final interview protocol, June 2, 1978, p.9.)

> Well, I definitely feel that my mood has an effect on the kids, but I think that what you do after you've been teaching for awhile, is you remain steady and you really work at keeping those feelings submerbed or you go out and hit a golf ball after school or something. You just can't do that to kids because I'm perhaps the one steady influence in many of their lives, and for me to fluctuate because the sun is shining or it isn't, isn't fair to them. And so, I think maybe I very consciously try not to let it.

So, despite the fact that she felt her mood was low because of the situation involving her aide, (and in fact the general mood score dropped from 2.36 in the morning to 1.95 in the afternoon), Teacher M recalled htat her mood was highest for that particular afternoon lesson. In retrospect, what she remembered was a good lesson that the kids and she liked.

The observation noted a transition to the lesson and the lesson itself. The transition was the "Simon Says" game, carried out by the teacher to quiet and calm the children down. During this time the children had to put their heads on their desks for upwards of a minute, an unusual discipline procedure for Teacher M to use. Then, once they were into the drawing lesson, the interactions in the room shifted. She helped the children with their sentences, fetched crayons, magic markers, and pencils for the children, "smiled broadly" at some good work she saw, and dealt with two interruptions from outside the room with humor.

In terms of analysis, what seemed to have occurred was a combination of two factors.

1. The smoothness of the afternoon lesson began to override Teacher M's concern for her aide.
2. Her recall two days later (possibly in addition to newer, more comforting information about her aide) had her see the lesson as more in line with how she saw herself needing to behave regardless of her mood.

The SIB's for this lesson did not reveal her to be tense, on edge, or anything of the sort. There was high acceptance, high attending, high engagement, and high promotion of self-sufficiency. Optimism, pacing, monitoring, and conviviality were low, due to the fact that each child was highly engaged in his own personal work. With respect to conviviality, the severness of the transition period in the first part of the lesson probably worked to keep this SIB at a low frequency of occurrence.

Analysis 4. What were the relationships existing between SIB's and recalled mood for lessons where SIB's were ranked highest and lowest?

The previous conclusion was made that lesson DT1 had both the highest and lowest recalled mood present. For that lesson, promoting self-sufficiency was ranked highest and conviviality, monitoring, pacing, and optimism were ranked lowest. The children were engaged in an art lesson wherein they could also choose a sentence describing what had occurred over their vacation. They could also choose the picture they wished to draw, and the medium they wished to use to draw the picture, to illustrate that sentence. Promoting self-sufficiency was therefore high. Since the teacher's role was basically to serve their needs during this lesson, monitoring and pacing were low.

Optimism was low because the children were engaged and analysis established that Teacher M used optimism to get the children engaged. Since they were engaged, optimism is understably low. And, since the children had been reprimanded for being noisy just prior to the onset of this lesson, it was probable that conviviality remained low due to this fact.

Analysis 5. Did Mood shifts occur with Teacher M? If so, what patterns occurred before, during, and after the mood shift?

Mood shift in this study was identified by the presence of at least one of the following criteria.

1. The teacher recalls in the interview protocol that a mood shift did occur.
2. A series of teaching events related to specific children or a specific child changed dramatically such that children, not previously involved in the events, reap the consequences of the event.

Several times during her lessons, Teacher M responded to noise in the classroom by having the children put their heads down on their desks for a short period of time. This does not qualify as a mood shift in this case because the protocol descriptions give the impression that each child in the class was making some kind of noise. Because a specific child or children are not identified as responsible for the disturbance, a mood shift cannot be claimed under Criteria No. 2. This action by the teacher seemed more like a behavioral control move made on all the children.

However, lesson DT1 is an interesting example of a mood shift under Criteria No. 1. As has been explained under Analysis 4, Teacher M did experience a mood shift, at least in her recall of what happened during that lesson. She was upset over the situation involving her aide. She had been informed of her aide's situation sometime between the morning and afternoon lesson. One can assume she began the afternoon feeling less well than the morning. Her mood checklist shows, in fact, she was angrier, less pleased, less witty, more drowsy, more serious, more fatigued, less industrious, less affectionate, more preoccupied, less refreshed, more overwhelmed, less calm, and more frustrated than when she began her morning lesson.

The children came back from gym, restless and very active. To settle them down and focus their attention, she played a game of "Simon Says" and brought into her game the introduction of the afternoon lesson. Only they weren't quieted enough.

(From the classroom protocol, DT1, May 31, 1978, p.1.)

> "Take them off. Did Simon say so? Simon says be good listeners." The teacher continues. "I would like everyone..." and then says, "I am going to give you a great, big, enormous piece of paper, and I want you to do a picture of the favorite thing that you did over this vacation, and we'll write a caption underneath." The students begin to talk louder. The teacher then stops smiling and looks at them. She is not smiling. The teacher then looks at Nathan and says, "Do you want to do it now or later?" She is asking him in a matter of fact way, not in an annoyed tone of voice. The teacher continues. "I want you to use a pencil first, then you can choose a marker, pencils, paint, whatever." The students begin to talk in a louder voice. The teacher then asks, "When it's quiet, I will ask my pencil passer and paper passer to do their jobs. Until then, you'll sit with your heads down." She appears to be a little impatient. She says this loudly so that each child can hear her. She then continues with Simon Says after they have had their heads down for, perhaps, one minute. "Simon says to zip the lips."

From this point on, the lesson proceeded as the teacher (not the passers) passed out the paper and started helping the children. The noise level rose again, but remained at an acceptable level for the teacher. Thirteen minutes after the beginning of Simon Says she spoke to the children "in a friendly manner", and was "smiling broadly".(p.3)

> The teacher looks at his picture, which he has penciled on, and which he is showing her, and she says, "Oh that's very nice, Nathan," and she smiles broadly." (p.3)

From this point on, the lesson proceeded in a manner typified by high attending, accepting, engagement, and promoting self-sufficiency. None of these were present to a high degree until the heads went on the desks. The only SIB that remained from the transition Simon Says game throughout the lesson was the lack of conviviality. Being warned about too much noise, and being highly engaged in their own private drawings, the room did not evidence the warm family like setting typical of conviviality.

In her final interview, as has been noted in Analysis 2, Teacher M spoke of a low mood going into this lesson (corroborated by the MACL) and a good feeling about it when it was over (corroborated by the final interview). There was no one event that marks the sudden shift of mood. Rather, it was the excitement of her children, meaningfully and productively involved, that shifted the teacher's mood gradually from a negative to a positive direction.

Analysis 6. What were the relationships among supportive instructional behaviors during the six lessons taught by Teacher M.

Each SIB was forced ranked 1 (low) to 6 (high) in terms of its presence for each lesson taught by Teacher M. Table M4 gives the results of this ranking.

The interrelationships among SIB's for Teacher M is given in Table M5. This table was derived from examining Table M4. When a given SIB (acceptance) was rated highest (6, DT3), other SIB's ranked high (5,6) and low (1,2) were also noted. For example, when acceptance was ranked highest, conviviality, conviviality, cooperation, engagement, and pacing were also ranked high. Monitoring ranked low.

The same analysis was done when acceptance was ranked lowest (1,2). When acceptance was ranked lowest, cooperation, engagement, and promoting self-sufficiency were ranked low. Monitoring and optimism were ranked high.

Table M4. Forced rankings for each SIB across six lessons taught by Teacher M.

Supportive Instructional Behavior	May 31, 1978		June 1, 1978		June 2, 1978	
	R1	DT1	R2	DT2	R3	DT3
1. accepting	3	5	1	2	4	6
2. attending	6	5	3	2	1	4
3. conviviality	2	1	4	3	5	6
4. cooperating	2	3	1	4	5	6
5. engagement	3	5	1	4	2	6
6. monitor	5	1	6	3	4	2
7. pacing	3	1	4	2	5	6
8. promoting self-sufficiency	3	6	1	2	5	4
9. optimism	6	1	5	4	2	3

Observed Lessons Taught by Teacher M

Some classroom examples will help relate the context of Table M5. Given the example of acceptance, we noted that it was highest for DT3 and lowest for R2. The associated SIB's can be read on Table M5. What kind of lessons were DT3 and R2?

DT3 was the lesson in which the teacher explored magnetism with the children. Using a worksheet, she had the children "decide in their heads" whether or not single objects from a collection of objects would stick to the magnet. Then using the magnet, she worked with the children to test out their predictions.

(From the classroom protocol, June 2, 1978, p.4)

> She then says, "I'm going to pass a magnet to everyone and you can each try to pick up the objects to see if they will stick." One student says, "Mrs.--it does stick." The child has just tried to pick up a pencil, but the pencil has metal on it. The pencil tat Mrs.--put on the table earlier did not have metal on it. Mrs--
> (eng) says, "But did the pencil I used have metal on it?" The child answers, "No, it didn't" The teacher leans over to her left to talk to Carl, and to look at what Carl has discovered. She announces
> (coop) to the class, "Look what Carl's found. He can pick up Mary's pencil, but he can't pick up Marty's." She then looks over at Gloria, who
> (acc) is saying, "Mrs.--even under the paper." Mrs.--answers, "Even under the paper."

Earlier in this lesson, the children cheered their correct answers as the teacher went through the objects one by one (conviviality). She placed increasingly confusing objects on the table as the children's investigations broadened (pacing). At no point during the lesson did the teacher have to check on the children's work and modify their investigation (monitoring)--the material were, in fact, self-instructing.

Examining Table M5, it is noteworthy that DT3 was the lesson of highest occurrence for conviviality, cooperation, engagement and pacing as well.

R2 was quite different. During R2, Teacher M first worked with a group of children on their cursive writing. The children voted on a sentence they

Table M5. Comparison of Supportive Instructional Behaviors When a Given SIB Was Ranked Highest (6) and Lowest (1).

SIB's ranked high when given SIB was ranked lowest	SIB's ranked low when given SIB was ranked lowest	Lessons Given SIB was ranked lowest	Supportive Instructional Behavior	Lessons Given SIB was ranked highest	SIB's ranked high when given SIB was ranked highest	SIB's ranked low when given SIB was ranked highest
monitoring optimism	cooperation engagement promoting self-sufficiency	R2 6/1	ACCEPTANCE	DT3	conviviality cooperation engagement pacing optimism	monitoring
conviviality cooperation pacing promoting self-sufficiency		R3 6/2	ATTENDING	R1 5/31		conviviality cooperation
acceptance attending engagement promoting self-sufficiency	monitoring	DT1 5/31	CONVIVIALITY	DT3 6/2	acceptance cooperation engagement pacing	monitoring
monitoring optimism	acceptance engagement promoting self-sufficiency	R2 6/1	COOPERATION	DT3 6/2	acceptance conviviality pacing engagement	monitoring
monitoring optimism	acceptance engagement promoting self-sufficiency	R2 6/1	ENGAGEMENT	DT3 6/2	acceptance conviviality pacing engagement	monitoring
accepting attending engagement promoting self-sufficiency	conviviality pacing optimism	DT1 5/31	MONITORING	R2 6/1	optimism	acceptance cooperation engagement promoting self-sufficiency
accepting attending engagement promoting self-sufficiency	conviviality monitoring optimism	DT1 5/31	PACING	DT3 6/2	accepting attending engagement promoting self-sufficiency	
monitoring optimism	acceptance cooperation engagement	R2 6/1	PROMOTING SELF-SUFFICIENCY	DT1 5/31	acceptance attending engagement	conviviality monitoring pacing optimism
accepting attending promoting self-sufficiency	conviviality monitoring pacing	DT1 5/31	OPTIMISM	R1 5/31	attending monitoring	conviviality cooperation

would all copy. Then, as they finished, the teacher gave them work to complete in their folders.

> (From the classroom protocol, June 1, 1978, R2).
>
> She then moves back in front of the chalkboard and says, "Today,..."
> then is interrupted. She looks at Harold and says his name in some-
> what of an impatient tone. She then continues on. "Dolores picked
> the word and the word is ball." The teacher begins to write the
> word on the chalkboard. "B-A-L-L. Now try it one more time. You
> begin with the B and then you back up, there's sort of a little
> (non bridge...." The teacher goes over to Sally who is sitting on the
> eng) piano bench. She lifts Sally's face up so it is facing hers, with,
> I believe, her right hand, and points to her with her other hand.
> It appears that she may be reprimanding her for something....She
> (non then gives Sally and Anna their sheets of paper. Harold is now at
> coop) the board and is, I think, trying to write on Nathan's side. The
> (non- teacher looks up at him and says, "Go to the other side, Harold."
> acc)

In this particular example, the teacher was leading them through the exercise step-by-step. This organization was similar to the lesson on magnets, however; some children were balking, they were not inherently interested, and therefore, their attention wandered. In the subsequent interview, Teacher M talked about this lesson.

> (From the interview protocol, June 1, 1978, p.8,9.)
>
> ...Sue never settled in this morning, Lewis never settled in this morning. I really was feeling frustration with the kids that weren't getting anything done. ...There were many of them that were out for reading this morning, so I can assume that they aren't going to finish their folder today, and I really don't feel that we had a very productive morning all in all to say the least. I don't think there were any major problems.

Given the distraction of children returning from a special reading lesson in the learning center who wouldn't settle down to her business, Teacher M also felt there weren't many children productively engaged. Because they were not productively engaged, Teacher M was quite low on accepting their behavior.

Examination of Table M5 will also show that for R2, in addition to acceptance being low, cooperation, engagement and promoting self-sufficiency were low while monitoring was high. In addition, as if to get them on task, optimism was high, as in the following excerpt.

The existence of particularly significant interrelationships of the SIB acceptance with other SIB's can be seen from the existence of direct and indirect relationships of this SIB and other SIB's.

> Direct Relationship: A given SIB is said to be in direct relationship with another SIB if the other SIB is high when the given SIB is highest, and low when the given SIB is lowest.
>
> Indirect Relationship: A given SIB is said to be in an indirect relationship with another SIB if the other SIB is low when the given SIB is highest and high when the given SIB is lowest.

Table 6 lists the direct and indirect relationships among all SIB's.

For Teacher M, we see that acceptance had a direct relationship with cooperation and engagement, and an indirect relationship with monitoring. That is, for this teacher, for the lessons observed, cooperation and engagement were strongly present when acceptance was highest, and were weakly present when acceptance was low. Monitoring, on the other hand, was strongly present when acceptance was absent and weakly present when acceptance was strong.

Monitoring and its interrelationships were likewise interesting. It was directly related to optimism, and indirectly related to acceptance, engagement, and promoting self-sufficiency. The highest occurrence of monitoring occurred during R2, the reading lesson just described where acceptance, engagement, and promoting self-sufficiency were lowest. Its lowest occurrence was during DT1, a lesson during which coviviality, pacing and optimism were low, and acceptance, attending, engagement and promoting self-sufficiency were high. The following excerpt exemplifies this. During the lesson, Teacher M had the children write

Table M6. Direct and Indirect Relationships Among SIB's for Teacher M.

Supportive Instructional Behavior	SIB's in Direct Relationship	SIB's in Indirect Relationship
1. acceptance	cooperation engagement	monitoring
2. attending		conviviality cooperation
3. conviviality	pacing	
4. cooperation	acceptance engagement	monitoring
5. engagement	acceptance	monitoring
6. monitoring	optimism	acceptance engagement
7. pacing		promoting self-sufficiency
8. promoting self-sufficiency	acceptance engagement	monitoring optimism
9. optimism	monitoring	

a sentence about their recent vacation and draw a picture to accompany the sentence.

(From the classroom protocol, May 31, 1978, p.3.)

> One student asks, "Do we have to do it in a special way?" The
> (pss)teacher says, "No, it's just for us. No one special this time.
> You don't have to do it the way you did it for the art show."
> (eng)...She moves to Anna and Anna says, "I want to write, 'I went
> to the ferry boat.'" The teacher turns to the blackboard and
> writes this underneath the first sentence. Nathan now moves
> over to the teacher, who is by Anna's desk. He asks, "I need
> some markers." The teacher looks at his picture which he has
> (att)pencilled on and which he is showing her, and she says, "Oh,
> (acc)that's very nice, Nathan," and she smiled broadly.

This was an activity that the children liked, and they were highly engaged. Unlike R2, there was little monitoring and optimism by the teacher, behaviors that seem to serve for her the purpose of encouraging children to get on task and maintaining them on task.

Conviviality was highest for DT3, the lesson concerning the magnets. Acceptance, cooperation, engagement, and pacing were concurrently high with conviviality. However, conviviality was low for DT, the picture lesson most recently excerpted and when it was low, acceptance, attending, engagement, and promoting self-sufficiency were high. This finding seemed paradoxical until the context for DT1 was examined. At the transition to the artwork, the following events occurred.

(From the classroom protocol, May 31, 1978.)

> The students begin to talk louder. The teacher then stops talking and looks at them. She is not smiling. The teacher then looks at Nathan and says, "Do you want to do it now, or do you want to do it later?" She is asking in a matter-of-fact way, not in an annoyed tone of voice. ..."When it's quiet, I will ask my pencil passer and paper passers to do their jobs. Until then you'll sit with your heads down." She appears to be a little impatient.

Hardly a convivial atmosphere, this tone extended into the art work, and even though acceptance, attending, engagement, and promoting self-sufficiency were high, conviviality remained noteably weak. Therefore, the only direct or indirect relationship conviviality had with other SIB's was for pacing. Pacing was a factor during the lesson on magnets and was not a factor during the art work where the children were involved with an open task.

Cooperation was a different situation. As in the example of acceptance, cooperation was highest in DT3 and least in R2. Therefore, we see direct relationships with acceptance and engagement, and indirect relationships with monitoring. When the teacher encouraged the children to share their information, as with magnets, she did not check and correct or modify their answers. (The materials did that by themselves.) When she needed to check upon and modify the work of the children according to her standards, then she did not encourage cooperation. Noteably with Teacher M, cooperation was the direct relationship to engagement. When her children were cooperating, they were engaged, and vice versa.

It had been noted that optimism seemed to serve the function of inducing children to be on task. Promoting self-sufficiency seemed to be used by Teacher M when they were on task. Promoting self-sufficiency was directly related to acceptance and engagement, and indirectly related to monitoring and optimism. Optimism, on the other hand, had a direct relationship to monitoring. DT1 was a good example of the direct relationship for promoting self-sufficiency.

Summary

Teacher M was quite directive in her lessons, often leading her children along in a step-by-step fashion. When the lessons were more open-ended as in the case of the art lesson, and the magnet lesson, high degrees of engagement, acceptance and cooperation were present. For lessons wherein Teacher M determined the outcome, high degress of monitoring and optimism were present. Engagement was directly related to acceptance and cooperation and the promotion of self-sufficiency occurred at times when acceptance and engagement were high. Firmness related to discipline had the effect of diminishing conviviality but not cooperation - the latter directly linked to student engagement.

Section Three: Conclusions

1. Relationship of general mood to SIB's when general mood was high and low.

Both high and low general mood for Teacher M were caused by factors external to the specific lesson for which they occurred. The SIB's for the high general mood lesson seemed typical of the type of lesson being taught and not a function of mood. During the lesson matched with low general mood, the teacher took a direct role in specifying what the children were to accomplish. Despite the fact that the lesson was an art activity, its directed nature in combination with the low mood of the teacher produced no SIB's ranked high. Four SIB's - accepting, attending, pacing, promoting self-sufficiency - were ranked low, reflecting well the nature of this particular lesson.

2. General Mood to SIB's when SIB's were ranked highest and lowest.

This analysis revealed an extremely high number of SIB's ranked high on days when Teacher M's mood was greater than or equal to her average mood. Keeping herself feeling well and in a good mood is important for Teacher M to maintain high levels of SIB. This was particularly important given the fact that 78% of her SIB's were ranked low on days when her general mood was equal to or less than her average mood. The second finding was not as strong as the first, however, due to the fact that eight of the SIB's were equal to the average on low mood days. The positive findings are more descriptive of Teacher M.

3. Relationship of recalled mood to SIB's when recalled mood was high and low.

Teacher M experienced a mood shift during a given lesson which was later recalled as being the lesson of both high and low mood. This was an unusual finding and is significant for the fact that the teacher did not keep her teaching behaviors under control during the lesson. Because of her ability to do so, the class reaction to the lesson grew from their activity. They liked what they were doing, and this seemed to help Teacher M shift to a more positive mood. For the lesson in question, the SIB's of acceptance, attending, engagement, and promoting self-sufficiency were high. Optimism, pacing, monitoring, and conviviality were low. This lesson showed some of the complicating factors related to the analysis of mood when the data contains recall as well as contemporaneous data. The analysis also showed the power of being able to monitor her mood for this particular teacher.

4. Recalled Mood to SIB's when SIB's were ranked highest and lowest.

Only one lesson pertained to this finding because Teacher M recalled a low and high mood for the same lesson. What seemed to be most valuable in this case was the fact that mood was a complex variable, but capable of analysis nevertheless. The findings related to SIB's seemed more a function of the lesson than a direct relationship to her mood. Because the lesson was an art lesson in which the children determined their end product to a large extent, promoting self-sufficiency was high, and conviviality, monitoring, pacing, and optimism were low.

5. Mood Shift.

Teacher M experienced a significant mood shift. She identified in the final interview a lesson during which she had been in a negative mood but had changed to a positive mood. Subsequent analysis showed the negativity was not related to the lesson and the success of the lesson in terms of the children's high engagement probably led to the shift in mood.

She further noted that afternoons were more difficult for her and examination of her general mood scores showed a significant decline in mood score for her from morning to afternoon for all days she was observed. It was clear from this study that Teacher M was aware of her moods and maintained a class-demeanor separate from her moods. This was consistent with her belief that a teacher ought to remain relatively stable as a model for their children.

6. SIB's to SIB's.

The relationship of SIB's to each other varied as a function of the type of lesson Teacher M was conducting. In lessons where she had definite conclusions for the children in mind, high rankings of monitoring and pacing were present. In lessons where Teacher M desired the children to express themselves and define their own conclusions, high rankings of acceptance, engagement, and cooperation were present as was the promotion of self-sufficiency. Cooperation and conviviality were indirectly related to attending and optimism was directly related to monitoring. In addition to these findings, a number of SIB's were in direct and indirect relationship with each other. In general, the SIB's vary systematically for Teacher M depending on her goals for her lessons.

Epilogue

Teacher M responded to a follow-up questionnaire concerning her participation in the research project. She participated "to get some feedback on my personal behavior with the idea of improving myself." In verbalizing her ideas to the observer, she put together "fragments floating around in my head so I feel more organized in my reason for doing what I do." The protocols were useful to her because it was "good to see yourself as others see you." Her final comment was the only negative comment regarding the mood checklist. She thought it "should be revised--it's your foundation and I found it lacking."

TEACHER N

INTRODUCTION

Teacher N valued to a high degree her opportunity to plan and manage her classroom of second graders. In combination with her understanding of and sensitivity to the individuals in her classroom, she wove an isntructional fabric wherein she consistently encouraged children to success. A disadvantage for this case study was the fact that many more examples could have been included to give a richer picture of the context for this classroom. It was a complex setting with many levels of analysis possible. The metaphor of the weaver showed, to some extent, how this teacher puposefully wove three characteristic structures together to create her classroom environment. Each part of the weaving consisted of an interplay of the levels so noted. She, the weaver, was responsible for the creation as she took into account the abilities and skills of her children.

Teacher N has definite points of view about how to make her classroom work the way she wants it to. She uses supportive instructional behaviors consistently to get and keep her children engaged. Her mood was remarkable consistent and during the time of the observations, Teacher N experienced no mood shifts.

Section One: The Context

The District

The rural district was located forty miles distant from the nearest urban center. SItuated amidst low rolling hills typical of Northwestern Vermont, it appears to the traveler as that part of Vermont that comes to mind when people say "Vermont is a state of mind." Travelers on the main roads would not see the rural poverty evident in the district. The traveller of dirt roads would. The schools in the district served a population scattered throughout the district in small villages. The people of the area worked either in nearby villages, or were involved in some aspect of the dairy cattle and farming industries. A small portion of the population traveled to the larger cities for employment. Six hundred ninety children attended three elementary schools spread across the length of the district and were taught by thirty-two faculty. Two of these schools had teaching principals and each school had its own school board, the latter being a characteristic of all small rural elementary schools in the state.

The School

R1 was located in a small, rural town on a narrow side street one block off the main road, which defined the center of town. Two hundred twenty-eight children attended this school of twelve faculty members. The town itself consisted of a motel, small general store, two churches and a few farming businesses, located on the one main road. It was a rural community, its population spread out around the surrounding countryside. The school was one story shaped in an L. Figure N.1. diagrams the school setting. In front was a circular driveway and parking lot. The parking area continued to the right of the building. Surrounding the building were green fields, lush with the young growth of spring. There were twelve classrooms and teachers, with 228 children. The children arrived at school by bus or their parent cars. Some walked or rode bikes. The lawn behind the school provided a substantial playground with swings and climbing apparatus, teeter-totters, and other facilities. From behind the school, one can see the back of two old churches and a few village homes. There was a fence, edging the field directly behind the school where a horse spent most of the summer.

Inside the front door, the front hallway lead to the auditorium and gym. Music andothe classes were held in the auditoruium. The gym doubled as a cafeteria. On the left-hand side of the stage area was a small loft with steep steps. The loft was used as an office for two people; a math resource person and a school counselor. There was barely enough room for two desks and a filing cabinet. To the left of the gym was the kitchen

Directly ahead of the front door was was the secretary's office and the small room offf that was the principal's office. To get to Teacher N's room, originally a storage room, one went through the secretary's office. During the observational period, the weather was hot and humid and the room was oppressingly

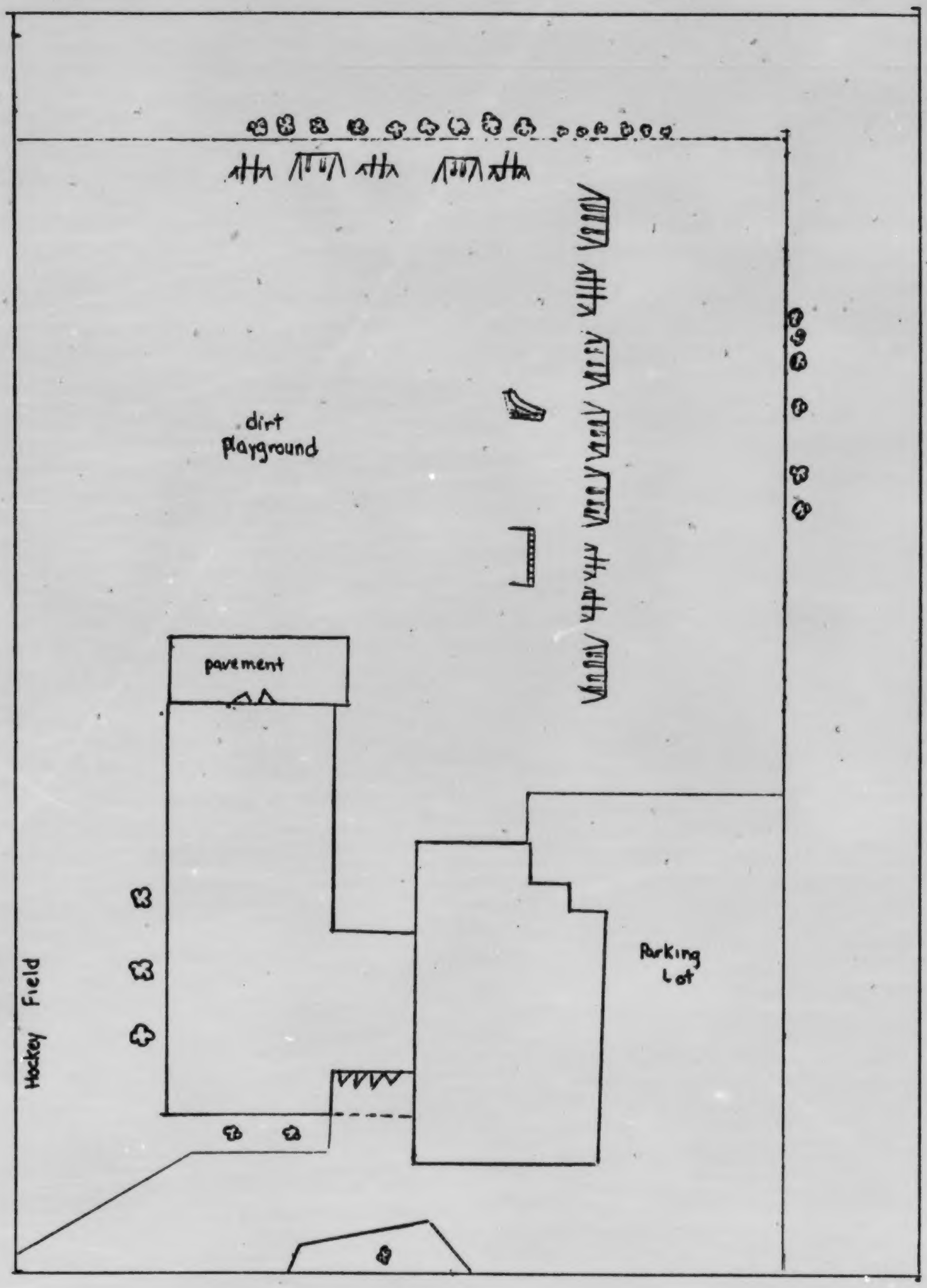


Figure N.I

School setting for Teacher N

stuffy.

To the left of the offices was the bathroom hall and directly next to that was the teachers' room, small and cramped, it also housed a small library for the children.

Those classrooms off the hallway werespacious and large. Turning the corner was a longer hallway which stretched towards the back of the school. Classrooms were located off that hallway. At the end of the hall was a door which lead to the outside. Large art prints hung on the walls in the halls creating a multicolored aspect to the interior. Art classes were held in the indvidual classrooms and children ate lunch together in the room.

The Classroom

Teacher N's classroom used to be a storage room. It was stuffy and small. Figure N.2. diagrams the classroom. In the room, entered from the office, the right wall was entirely windows which faced the view of the community. The teacher's desk was in front of the windows and faced the opposite wall, a blackboard. There was a door in the far corner which lead to the current storage room and contained the storage area for children's coats. Another second door in the storage room lead to the playground. Near the door to the storage room were boxes of materials, a cabinet and a piano which faced the front of the room. Along the side wall was a long worktable and next to that were shelves and a filing cabinet. The opposite wall had bulletin boards, a bookshelf and another worktable, which

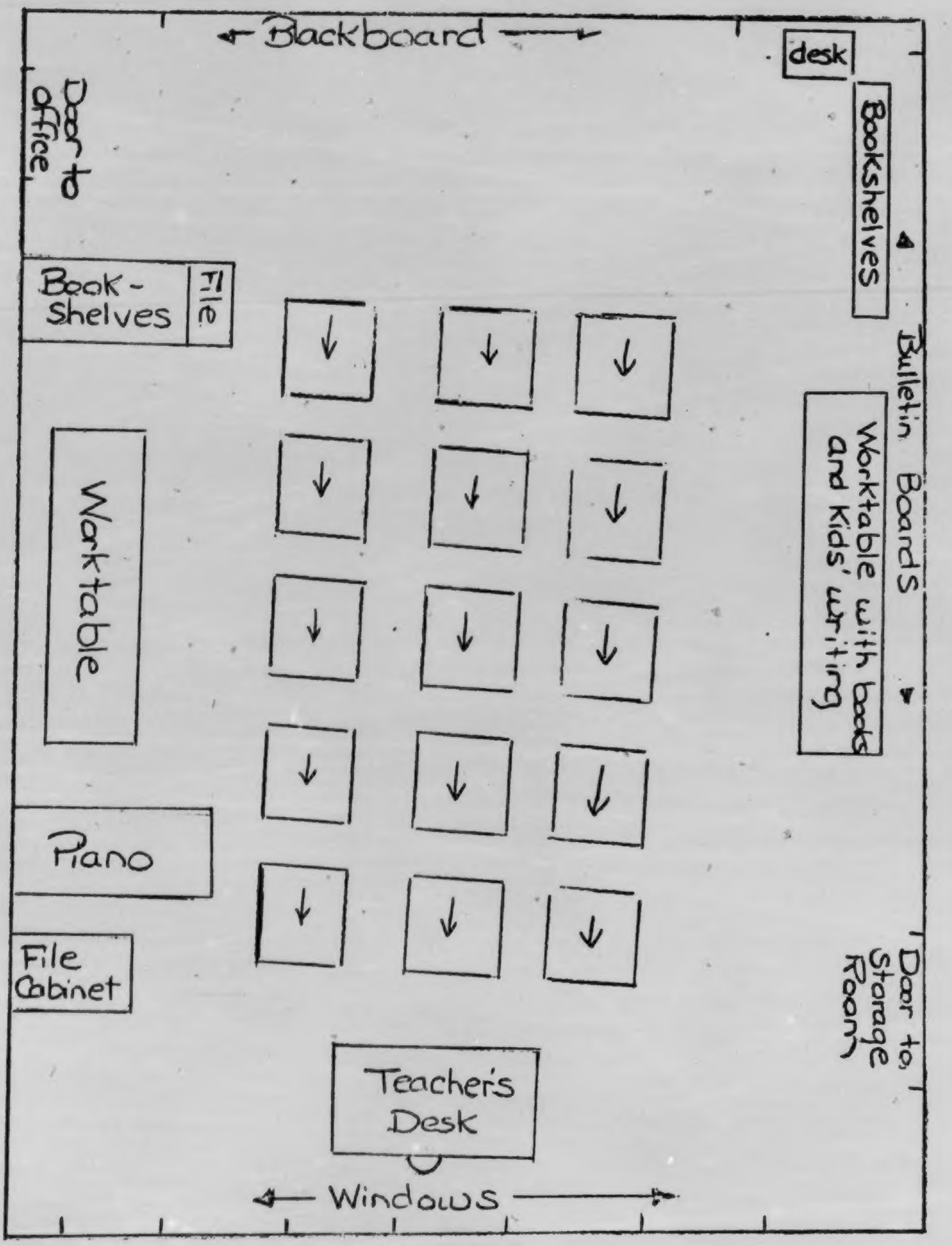


Figure N.2

Teacher N's classroom

books to read and examples of children's writing above it on the wall. The desks were organized in three rows of five, facing the front of the room, none touching. There was no space left over to use as a separate space. When Teacher N worked with the children in cooperative groups, the desks were moved around. There were fifteen children in this classroom, all, except two, grouped together in one reading group. One child is slow and Teacher N worked with her separately. Another child was somewhat brighter. Teacher N was very aware of this and concerned that she be stimulated. The slow child worked independently with the tape recorder, special reading tapes, flash cards, materials handmade by the teacher, and special easy reading books. She was also given special attention in math by a special math resource person funded by the State of Vermont. There were five boys and ten girls in the room.

The Teacher and Her Relationship to the Study

Teacher N was forty-two years old and had earned a Bachelor of Science degree in education. She had had three years of teaching experience and had instructed "primary subjects" in grades one and two. Teacher N was observed during the time of her reading lesson (8:30 AM) and the most difficult time for her during the day (mathematics, 10:20 AM).

Attitude Toward Teaching

(From the protocol interview, May 30, 1978, p. 10.)

Teacher: You've got to understand that I'm teaching because I want to teach. I'm not teaching because I need the work.

Her planning was not multidimensional, oriented towards more than academic learning. Social learning for her second graders was "almost as" important for her.

(From the interview protocol, May 30, 1978, p. 6.)

> ...but you just can't expect a classroom of small children to be silent and I'm happy with their interacting with one another. I think this is extremely important. I think there are a lot of academic skills and basic skills that second graders have to get, but they also have to interact with each other so they can get social skills as well. I think its almost as important that I teach those as the academic skills.

To highlight her concern with social skills, one math lesson (May 30, 1978) consisted of a cooperative learning game. The end point to the game was the solution to a puzzle. The children had to follow rules that encouraged cooperation to achieve the solution; they had to work silently, they had to point to the pieces of the puzzle in working out a solution, and they could not use the teacher as a resource person. When it was over, the children spoke to each other (with teacher as moderator) about what the cooperation had been, how it had worked, how individuals had behaved and what they might do the next time to make it better. When the discussion ended, Teacher N had each group write a 5-step poem. In the discussion for thepoems she noted the groups were working more cooperatively.

With these dispositions, Teacher N combined a view of teaching materials that understood them as less than perfect with a view of instruction that individualized according to her students special learning abilities. She spoke of this with regards to her reading lessons.

> (From the interview protocol, May 23, 1978, p. 1.)
>
> ...I think that there was one page in the workbook that everyone didn't catch. ...I don't feel that it was related to either my presentation or the kids lack of success or a particular child's problem in connection with it. I think it was more the fault of the material somehow.... we'll go back over it.

And with regards to a particular reading program:

> (From the interview protocol, May 30, 1978, p. 4.)
>
> The Reading Series is one we never use at the beginning of the year with children for whom phonics do not come easy. We use it toward the end of the year, after they've used a sight word oriented program. (By then) hopefully the kids can apply the rule and pronounce the word; if they've never heard the word, it's sometimes rough.

Opinions Regarding the Effect of Her Mood on Her Teaching

Teacher N agreed to participate in this project "to receive helpful feedback." On the initial questionnaire, she thought there was a relationship between her moods and how she interacted with her students. She wrote, "My mood influences the degree to which I listen to them and they to me; the degree to which we cooperate onprojects." Later, during the last interview of the study with her, she broadened this notion.

> (From the interview protocol, May 30, 1978, pp. 10 & 11.)
>
> I would hate coming over here if I didn't like kids... If I didn't enjoy it, if I wasn't organized, it would be horrible.

Clearly, Teacher N not only believed there was a relationship between her mood and her teaching, but knew how she could keep it positive for the benefit of herself and her children.

Characteristics of the Teaching

In her teaching, Teacher N wove a fabric of three elements. Understanding, empathy, and the children were the framework of her loom. The warp consisted of a central strength in planning, organization, and management. The weft was formed by strands of explanation, logic, and consistency. Together, these elements formed a structure of purpose, sensitivity, and warm colors.

Planning, Organization, and Management

Teacher N has already spoken to the point of planning and its central importance in her teaching. Scheduling and letting the children know what work was to be done, were one link to the children's organization.

> (From the interview protocol, May 18, 1978, pp. 9 & 10.)
>
> Teacher: The first thing in the morning, as you remember I went to the schedule of the day. That seems to be very helpful for the kids to know where we're at in the day's schedule, what's ahead of us, and what's being planned, what we can look forward to and what we have to get done that's not quite so pleasant in order to get to the most pleasant thing.

Given this way of dealing with the daily events of classroom instruction, Teacher N progressed with her goals clearly in sight and communicated to her students their need to be "with it." Her reading instruction was characterized by firm direction.

> (From the classroom reading protocol, May 18, 1978, p. 5.)
>
> She discusses the dog and the smells and the sounds of the story with animated energy. She is excited, her face is lit up, she is smiling. She is making physical gestures. She then says, "Okay, now back to the workbook." She begins to ask questions. She now says, "Number 6, **Terry**?" Kirk then says, "Can I do this?" Teacher is standing near Kirk's desk. She looks down at Kirk and

> then looks at Terry and says, "This one is Terry's." Terry answers. ...The teacher walks to Sam's desk, whispers something to him and puts her hand on his head. The teacher is now moving to the back of the room and says "Let's turn to page 73."

The enthusiasm, questioning, physical touching, movement, and selection of students to answer were typical of her style. A further example from the same lesson shows how directing Teacher N can be.

> (From the classroom reading protocol, May 18, 1978, p. 6.)
>
> The teacher says, "Okay, Clara." Clara looks at the teacher and says, "Is it this one?" She is speaking softly. The teacher says, "Clara, please stay with us." She snaps her fingers three times. Clara answers the questions while she is reading from the workbook. She makes a mistake. The teacher responds, Clara, you have been sleeping this morning and that worries me. Try the next one." ...As Clara repeats the words on the page, the teacher turns toward Raoul and says, "Raoul, please." Her voice is sharp and quick.

This was a room where the importance of being tuned in to what was occurring was very important. The teacher communicated a definite sense of business to the academic proceedings.

Yet the business like pacing to her lessons was not done with an air of sobriety. Teacher N had amusing ways to get the children with her.

> (From the reading protocol, May 30, 1978, p. 3.)
>
> The teacher is now talking about the syllable XEX. She says, "Tuck away your hair behind your ears and get your antenna's out." She puts her hair behind her ears and is moving around theroom. She has a lot of enthusiasm. The students all sit up straight, and put their hair behind their ears.

And when the children got too itchy and wiggly, the following direction was given.

(From the reading protocol, May 18, 1978, p. 6.)

> "I want everyone to sit up straight and tall in their seats. I want you to go like this." She makes stretching movements with her arms. As she stretches, she makes a face. "Okay, straight and tall and look at this page." While she is stretching, all the kids are stretching and moving in their seats. The teacher repeats, "Okay, sit up straight and tall and look at this page."

Thus, even with the rapid paced instruction, time out was taken to work out the wiggles.

Interruptions occurred in this room. Having set the pace, however, Teacher N carried on with little distraction to her or her students.

(From the reading protocol, May 18, 1978, p. 3.)

> As Joe is answering the question a woman has walked into the room. The teacher moves toward her desk, picks up a piece of paper andhands it to the woman, all the while looking at her book.

When an interruption (from the principal) did get in the way, Teacher N apologized to the children.

(From the reading protocol, May 30, 1978, p. 5.)

> I hear someone saying, "Mrs. ---------?" The teacher turns quickly to the door. She's gone about a minute. The teacher comes back into the room and says, "I'm sorry, that makes it difficult. Would you repeat that Raoul?"

Explanation, Logic, and Consistency

Teacher N told the children what work was expected of them each day. This was a static form of organization. The dynamic forms which Teacher N supported her requests to children were threefold: explanation (telling kids what and why things were required of them, sometimes before requiring them to act); logic (appealing to the natural consequences of events that had occurred); and consistency (coming back to children from whom she had requested certain behaviors).

A good example of explanation for Teacher N occurred when she was about to reorganize the children into math groups. After naming the groups, she said:

> (From the most difficult time protocol, May 18, 1978, pp. 3 & 4.)
>
> "Stay right there for a moment," she said in a deliberate way with emphasis in a fairly loud voice. We're going to have one big grand move." Harry begins to move his desk. She turns toward Harry quickly and says, "Please don't move yet. We'll have one grand move." She says that quickly, not too loudly. ...She pauses, puts her hand to her mouth (perhaps) trying to figure out the best way for the groups to organize. The teacher says, "Okay, move!" She says that in a strong voice loudly.

In this example, she explained what they were to do before they did it, and then had them move in concert.

A second example involved explaining a request she made of a child. It also involved her use of logic. The child had been eating an apple during the lesson.

> (From the reading lesson protocol, May 23, 1978, p. 3.)
>
> The teacher now turns to Clara and says, "Clara, do the next one." Clara is sitting at her seat, eating an apple. The teacher says, "I'd appreciate it if you'd eat your apple some other time." She then tells Clara that the reason is that when a person is eating, they're usually thinking about what it tastes like and can't concentrate on what they're doing."

There were several instances of this behavior from Teacher N across the observations.

Her logic was also employed when she related how she helped two boys work out a quarrel. She not only used logical explanation herself, but attempted to have her second graders use it as well.

(From the interview protocol, May 18, 1978, p. 15.)

> Usually when somebody says something, its because somebody started something in the first place, and if I jump in the middle of it, I don't have the facts straight. So I try and take those two aside and ask, "Who started it?" And then the truth starts tumbling out from both boys and somehow you can get to the bottom of it... It does seem to work better if I can get them to face each other and find out why it happened and then point out to them the effect of what they have done.

Consistency, the third element of Teacher N's instructional fabric, formed a natural bridge to her understanding and empathy with her children. Teacher N reprimanded children and expected academic performance from them. She never berated a child or knowingly diminished a child's self-esteem over the course of our observations. But she did require that her children pay attention to their tasks. When they didn't, she reminded them, and then came back to them.

(From the reading lesson protocol, May 23, 1978, p. 4 & 5.)

> The teacher (after reprimanding Joe) then says, "Would you please read the first one Joe?" Joe says immediately, "I'm not ready." She says,"Flo?" All the students are saying, "I'm ready, I'm ready," ...The teacher says, "Next one, Raoul please." She says, "Listen, Raoul, look up!" She says that a little bit loudly and with a little bit more emphasis. Raoul looks at her. His finger and his pencil are still on the book. ...The teacher calls on Joe again. Joe answers, (and after several more children) Raoul says, "I don't know how to explain it. Can't draw it on the board? ...I think it's in the book." The teacher says, "Okay, you try to find it and we'll go on, okay? " Almost immediately, Raoul found the picture in the book. The teacher says to Raoul twice, "Thank you for remembering Raoul. Thank you for finding that for us. Why don't you pass it around?"

This pattern, first with Joe, and then Raoul was typical of Teacher N's pattern of returning to children with a definite positive final comment. Teacher N rarely left a child hanging on a reprimand. As she did with Raoul, she consistently returned to give the child an opportunity to redeem themselves to which she took full advantage.

Understanding, Empathy, and the Children

It was clear from her final interview that Teacher N liked her children. She rarely passed up an opportunity to encourage her children and at one point, even challenged them to be "mind-bogglingly smart!" Yet it was also clear to her that certain of her children had unique problems and not all could progress as far and as fast as others. Pearl, the child with learning disabilities, was given separate work to do on her own during the reading lessons and Teacher N monitored her work while she taught the reading lessons. Helen and Raoul, children not yet able to deal with the abstractions of mathematics, were given jobs to do in math games that they could succeed in and received special help from a state department mathematics consultant. Clara, a child with auditory disfunctions, was prompted to continue but at a level where she could experience success. Harry, a child with a high degree of emotional turmoil in his homelife, was supported and encouraged to socialize and express himself. The teacher spoke at length in her interviews about each of these children. And children with special stories to tell were allowed to break the flow of her lessons as long as their stories pertained. When they didn't, Teacher N told them to save their stories for lunchtime, a time when she sat with them to talk about their inclinations and interests.

> (From the reading lesson protocol, May 18, 1978, pp. 2 & 3.)
>
> Cindy is answering a question putting "jaw" in a sentence. Joe then turns to Cindy and says, "I have a picture." He has a book, the Guiness Book of Records that he had gotten out of the library yesterday afternoon. Teacher says, "We'll go on while you look, okay, Joe?" Joe looks through the book. He holds the picture up in front of the class. The teacher asks him to stand up. They talk about the largest front jaw that has ever been found. There is a person sitting in the jaw. All the students are looking. Joe then points to the picture on the next page and says, "Here's the fattest man." Teacher looked at Joe, and says, "I wish you would save it for lunch." ...Joe looks at her and says, "That's what I was going to do."
>
> (and from the interview protocol, May 18, 1978, p. 2.)
>
> Joe loves to talk and add on and on endlessly to the subject. And he does this because he is interested but he does tend to sidetrack the entire class. I was anxious that we stay on the subject at hand. But he did share the jaw and we had been studying "aw" sounds this morning so I was glad that he had seen a large jaw in the book and that he could show it.

Teacher N clearly liked to have her children contribute and allowed them to do so, but at her direction. Several instances like this were noted in the protocols. She maintained the momentum of her lessons but her children had much access to her and what she was doing. She kept them focussed.

With this focussing, it is interesting to observe the manner in which some children "came back" to the teacher to justify their behavior. In other settings, these retorts might have been inappropriate. In this setting, they were not.

> (From the reading protocol, May 23, 1978, pp. 3 & 4)
>
> The teacher now turns to Colleen and says, "Colleen, please put the pencil down and stay with us." She says that in a calm, soft voice. There is a pause. The teacher says, "We're on number four." Colleen says, "I know, I can't get the first word."

> She then asks Joe. Joe speaks quietly. She then says, "Joe, " again. Joe looks up and says, "I did it!" She tells him she didn't hear him.
>
> The teacher then says, "Would you please read the first one? Joe?" Joe says immediately, "I'm not ready."

Teacher N fostered this honesty with her children.

> (From the intereview protocol, May 18, 1978, p. 4.)
>
> I try to be frank with the children and tell them what I am thinking as opposed to just talking at them. I think there is no reason why young children cannot understand you, too. ...If I can tell them I'm angry and why I am angry instead of just reacting by however you react when you are angry. I think it's important and meaningful and I think it has helped in this classroom.

The incident with the argument between the two boys showed this element of honesty as well. Teacher N dealt with her students in an honest way and they treated her the same.

Finally, her understanding and empathy for the children seemed to be infectious. They themselves picked it up and frequently dealt sensitively with one another. Pearl was the special education child who manifested, among other problems, reading difficulties. This final passage highlights the fact that Teacher N modelled understanding for her children.

> (From the interview protocol, May 18, 1978, pp. 12 & 13.)
>
> And (Pearl will) volunteer to read and when she does, I always call on her. I figure, if she wants to do it, she's not afraid, I'm going to call on her. She does do pretty well. And if she misses a word, I help her right away. And when she getw done, the kids applaud. I held my breath the first time they did it. I thought, "Oh, they're just singling her out." But wow, she just lapped it up. So you see, they do have an understanding. I'm not sure what it is. I've never talked to them about it.

Section Two: Data Analysis

Analysis 1. What were the relationships existing between SIBs and general mood for lessons when the general mood rating was higher and lowest for the teacher?

Table N.1 gives the general mood ratings for Teacher N.

Table N.1. General mood ratings for Teacher N

Lessons	R1	DT1	R2	DT2	R3	DT3
General Mood Score	2.64	2.73	2.86	2.68	2.69	2.68

From this table it can be seen that there was one lesson of high general mood rating (2.86), one lesson of low general mood rating (2.64), three lessons of the same general mood rating (2.68), and five lessons where the general mood rating varied by only .09 (2.64 - 2.73).

Teacher N showed very little fluctuation in her mood from lesson to lesson. This was consistent with her beliefs about her mood and its effect on her teaching.

> (From the interview protocol, May 30, 1978, pp. 10 & 11.)
>
> Overall, my mood doesn't fluctuate particularly. I don't get overly angry. I don't get overly irritated. And I feel my mood enhances my classroom. So I try to be rested when I come in so I can be obvious about enjoying the job and enjoying them. . .If I didn't enjoy them it would be horrible.

The variation of her general mood from highest to lowest and the relationships among SIBs for these lessons follows in Table N.2. There were no consistent relationships. Analysis of the mood checklist showed Teacher N felt less cheerful, witty, playful,

Table N.2. SIBs ranked high and low for lessons of highest and lowest general mood score

	SIBs Ranked High (5,6)	SIBs Ranked Low (1,2)
Highest General Mood (R2)	accepting attending	conviviality engagement
Lowest General Mood (R1)	attending cooperating monitoring pacing optimism	promoting self-sufficiency

refreshed, and calm on the lesson noted as the lesson of low general mood when compared to the lesson of high general mood. She does not indicate any recent events that may have influenced her mood.

Analysis 2. What were the relationships existing between SIBs and general mood scores on days when SIBs were ranked highest and lowest?

In averaging Teacher N's general mood ratings across her six lessons, the average general mood rating for Teacher N was 2.71. Table N.3 lists her general mood scores for the lesson when each SIB was ranked highest and lowest.

The following results can be stated for Teacher N.

1. One SIB was ranked high on a day when Teacher N's general mood score was higher than average (2.71).
2. Six SIB's were ranked low on a day when Teacher N's general mood score was lower than average (2.71).
3. The average score was .03 above five SIB's on days when the SIB's were ranked high.

If the average mood score and general mood ratings were rounded to the nearest tenth, as done in Table N.3, thirteen SIBs would equal the average general mood rating regardless of whether or not the SIB was ranked lowest or highest. For the SIBs of promoting self-sufficiency, pacing, cooperation, and conviviality, Teacher N's mood had a negligible effect.

Table N.3. General mood scores for each SIB for lessons when the SIB was ranked highest and lowest

Greater than, less than equal to average gen. mood	General Mood Score	Low Rank	Supportive Instructional Behavior	High Rank	General Mood Score	Greater than less than equal to average gen. mood
equal to	2.73	DT1	ACCEPTANCE	R2	2.86	greater than
equal to	2.68	DT3	ATTENDING	R1	2.64	
equal to	2.68	DT3	CONVIVIALITY	R3	2.68	equal to*
	2.86	R2	ENGAGEMENT	DT3	2.68	equal to
equal to	2.68	DT3	MONITORING	R1	2.64	
	2.73	DT1	PACING	R3	2.68	equal to
equal to	2.68	R3	PROMOTING SELF-SUFFICIENCY	DT3	2.68	equal to
equal to	2.68	DT3	OPTIMISM	R1	2.64	

* rounded to nearest tenth

Analysis 3. What were the relationships existing between SIBs and recalled mood for lessons when the recalled mood rating was highest and lowest for the teacher?

Teacher N was unable to indicate or recall her lessons of highest and lowest mood. Her interview on the final day of observation related her response to the question.

(From the interview protocol, May 30, 1978, p. 11.)

> Teacher: I'm sorry, I don't remember... It would probably by the most lighthearted one (best) but I don't remember what that was. I tried not to think of you even being there so I didn't want to be nervous. So I don't remember whether you were there or whether you weren't there.

Observer: How about, have you had a worst day or a best day?

Teacher: No, I don't feel that I did. I don't feel that I was ever unprepared and that would be the determining factor for me.

Observer: Too bad I didn't catch you on an unprepared day.

Teacher: As I'm trying to tell you, I'm not unprepared because I don't like it the way it goes the days I'm unprepared. I have never like that so I always try to be prepared, like last week for this week. I get the whole week prepared.

Once again, the importance of being planned was emphasized by Teacher N in connection with her mood. She didn't have a bad day because she was always prepared. There were no conflicting data in the classroom protocols for R1, R2 that would raise the issue that those were either unusually good or bad lessons in terms of mood. The variation of SIBs noted on those lessons seems to be more a function of the type of lesson taught and less a function of mood.

Analysis 4. What were the relationships existing between SIBs and recalled mood on days when SIBs were ranked highest and lowest?

This analysis was not done because of lack of recalled mood data.

Analysis 5. Did mood shifts occur with Teacher N? If so, what patterns occurred with the SIBs before, during, and after the mood shifts?

Mood shift in this study is identified by the presence of at least one of the two following criteria.

1. The teacher recalls in the interview protocol that a mood shift did occur.

2. A series of teaching events related to specific children or a specific child changed dramatically such that children, not previously involved in the events, reap the consequences of the change.

In the case of Teacher N, no mood shifts occurred during the six observed lessons. There was some fluctuation of mood for her, that is a shift of feeling in degree of intensity but nothing so dramatic as a mood shift. One possible explanation, besides the fact that Teacher N desires to keep things positive, is her understanding of the children. She talked about this in a conversation concerning Harry, a boy who had been paying more attention to his skateboard than his reading lesson.

(From the interview protocol, May 30, 1978, p. 3.)

Teacher: Once again, Harry has a terrible time attending and anything like that, a skateboard, any motion in the room, any non-motion, anything, an eraser (even) will take his mind off his work so its important, of course, that I get the skateboard out of there right off before I lose him in the reading skills.

Observer: Does that distract you enough to make you change your mood?

Teacher: No.

Observer: Why is that not frustrating?

Teacher: Because these are only seven year old kids. I can't expect them all to be perfect, and they're all so different, and I know he has a problem attending, and I can't blame it on him. I've got to take the bull by the horns and eliminate as many distractions for him as I can.

Analysis 6. What were the relationships among supportive instructional behaviors during the six lessons taught by Teacher N?

Each SIB was force ranked 1 (low) to 6 (high) in terms of its presence for each lesson taught by Teacher N. Therefore, over the course of six lessons, each SIB had a ranking from one to six. Table N.4 gives the results of this ranking.

Table N.4. Forced rankings for each SIB across six lessons taught by Teacher N

	May 15 R1	May 15 DT1	May 22 R2	May 22 DT2	May 25 R3	May 25 DT3
Accepting	4	1	6	2	3	5
Attending	6	4	5	2	3	1
Conviviality	4	3	2	5	6	1
Cooperation	5	4	3	1	2	6
Engagement	4	3	1	5	2	6
Monitoring	6	2	4	3	5	1
Pacing	5	1	4	3	6	2
Promoting Self-Sufficiency	2	5	3	4	1	6
Optimism	6	2	4	3	5	1

The interrelationships among SIBs for Teacher H is given in Table N.5. This table was derived from examining Table N.4. When a given SIB (attending) was ranked highest (6, R2), other SIBs ranked high (5,6) and low (1,2) were also noted. For example, referring to Table N.5, when attending was ranked highest, cooperation, monitoring, pacing, and optimism were also ranked high; promoting self-sufficiency was ranked low.

The same analysis was done when each SIB was ranked lowest. For example, when attending was ranked lowest (1, DT3), conviviality, monitoring, pacing, and optimism were also ranked low (1,2); accepting, cooperation, engagement, promoting self-suffiency were ranked high (5.6).

Table N.5 states these interrelationships. Some particular relationships require further analysis.

Table N.5. Comparison of supportive instructional behaviors when a given SIB was ranked highest (6) and lowest (1)

SIB's ranked high when given SIB was ranked lowest	SIB's ranked low when given SIB was ranked lowest	Lessons Given SIB was ranked lowest	Supportive Instructional Behavior	Lessons Given SIB was ranked highest	SIB's ranked high when given SIB was ranked highest	SIB's ranked low when given SIB was ranked highest
promoting self-sufficiency	monitoring pacing optimism	DT1 5/18	ACCEPTANCE	R2 5/23	attending	conviviality engagement
accepting cooperation engagement promoting self-sufficiency	conviviality monitoring pacing optimism	DT3 5/30	ATTENDING	R1 5/18	cooperation monitoring pacing optimism	promoting self-sufficiency
cooperation engagement promoting self-sufficiency	attending monitoring pacing optimism	DT3 5/30	CONVIVIALITY	R3 5/30	monitoring pacing optimism	cooperation engagement promoting self-sufficiency
conviviality engagement	acceptance attending	DT2 5/23	COOPERATION	DT3 5/30	acceptance engagement promoting self-sufficiency	attending conviviality pacing optimism
attending accepting	conviviality	R2 5/23	ENGAGEMENT	DT3 5/30	acceptance cooperation promoting self-sufficiency	attending conviviality monitoring pacing optimism
accepting cooperation engagement promoting self-sufficiency	attending conviviality pacing optimism	DT3 5/30	MONITORING	R1 5/18	attending cooperation pacing optimism	promoting self-sufficiency
promoting self-sufficiency	acceptance monitoring optimism	DT1 5/18	PACING	R3 5/30	attending cooperation pacing optimism	promoting self-sufficiency
conviviality monitoring pacing optimism	cooperation engagement	R3 5/30	PROMOTING SELF-SUFFICIENCY	DT3 5/30	accepting cooperation engagement	attending conviviality monitoring optimism
acceptance cooperation engagement promoting self-sufficiency	attending conviviality monitoring pacing	DT3 5/30	OPTIMISM	R1 5/18	attending cooperation monitoring pacing optimism	promoting self-sufficiency

Table N.5 showed that high accepting levels by the teacher paralleled high attending levels by the teacher. Despite this, we noted engagement ranked low. We further noted that low attending by the teacher was ranked with high accepting by the teacher, high engagement by the children and high cooperation in the classroom. Analytically, the variation among the SIBs might be interpreted with difficulty. If attending is high when accepting is highest, why then, when attending is lowest, does accepting rank high? On one level, this seems nonsensical. The level of analysis necessary to make sense of these observations is one in which the lessons are used as the context for Table N.6.

Table N.6. Direct and indirect relationships for each SIB with all other SIBs for Teacher N

Supportive Instructional Behaviors	SIBs in Direct Relationship	SIBs in Indirect Relationship
acceptance		
attending	monitoring pacing optimism	promoting self-sufficiency
conviviality	monitoring pacing optimism	cooperation engagement promoting self-sufficiency
cooperation	acceptance	conviviality
engagement		attending
monitoring	attending pacing optimism	promoting self-sufficiency
promoting self-sufficiency	cooperation engagement	conviviality monitoring optimism
pacing	monitoring optimism	promoting self-sufficiency
optimism	attending monitoring pacing	promoting self-sufficiency

In looking at R2, the lesson for which acceptance was ranked highest and attending was ranked high, the reading lesson was moving at a quick pace. In doing this, she encouraged and accepted children ("That was very good reading, Helen. They are tough words."), she attended to their performance (she looks at Helen and says, "Excellent."), and she directed them to pay attention if they were not (the teacher then reached over, put her hand on Kurt's head and turned it so Kurt faced the front of the room). It was a hot, stuffy day and the children were not engaged particularly. But the teacher, apparently to get them engaged, attended highly and accepted their remarks while physically and non-verbally directing their non-engaged attention to their work.

The second case involved a lesson where attending was lowest, and accepting and engagement were high. This lesson (DT3) was the math lesson where the children grouped together to solve a puzzle using rules that had been developed to enhance cooperation. The teacher moved from group to group, accepting behaviors that conformed to the rules ("Good, Cindy and Pam. Good cooperation," or, "Good cooperation, good sharing.") She moved quickly and did not spend much time attending to one child's situation or another. This game was organized to inspire cooperative play and from Table N.1. we note that cooperation was ranked high, accepting and engagement were ranked high. A key to this may be the existence of high levels of promoting self-sufficiency ("Why don't you all help one person get their puzzle together.") For this lesson, Teacher N wanted high levels of cooperation. She got it by accepting those behaviors from the children that fit the rules of the game. And she further encouraged their engagement by promoting their independent cooperation.

In summary, it was necessary to examine the context of Teacher N's classroom to analyze some of her findings. Without the context clues, the analysis seemed illogical. (How can high attending and accepting with low engagement both be possible?). With the context clues, sense was brought to seemingly absurd findings.

Examination of the following data extracted from Table N.5 showed that conviviality and promoting self-sufficiency were nearly opposite in their interrelationships with other SIBs.

Ranking of SIB's when conviviality was ranked highest

Ranked High	Ranked Low
monitoring	cooperation
pacing	engagement
optimism	promoting self-sufficiency

Ranking of SIB's when promoting self-sufficiency was ranked highest

Ranked High	Ranked Low
accepting	attending
cooperation	conviviality
engagement	monitoring
	optimism

Ranking of SIB's when conviviality was ranked lowest

Low Rankings	High Rankings
monitoring	cooperation
pacing	engagement
optimism	promoting self-sufficiency

Ranking of SIB's when promoting self-sufficiency was ranked lowest.

Low Rankings	High Rankings	
cooperation	conviviality	pacing
engagement	monitoring	optimism

What this says is that there was an extreme amount of consistency among two SIB's and their associated SIB's for two lessons and this consistency was opposite in nature. For the lesson that conviviality was ranked highest, monitoring and optimism were high, and cooperation, engagement, and promoting self-sufficiency were low. For the lesson that promoting self sufficiency ranked highest, cooperation and engagement were high and conviviality, monitoring and optimism were lowest. The same is true of relationship when conviviality and promoting self-sufficiency were ranked lowest.

The reason for this can be seen in the two lessons. DT3 was the math lesson that promoted cooperation. The teacher actively promoted children to work on their own (between groups) and together (within groups) to solve their task. She moved rapidly among the groups, not stopping to check on their work, only the process of doing their task (low monitoring). This was a fast-paced lesson, bereft of the easy-going conviviality that often typified the teacher-student talk during the reading lessons. The teacher clearly had one thing in mind--the promotion of cooperation.

In the R3 lesson, Teacher N is reviewing a workbook and the conversations go back and forth between her and the children, not between the children.

(From the classroom protocol, May 30, 1978, p. 3.)

> Ray tries the next one. The word is "examine". The teacher says, "That's a hard one." Raymond does the one after that. The word is "explode". The teacher says, "Excellent, good!" and looks up and smiles. The teacher then says, "Colleen?" Colleen reads one of the words, "exempt". The teacher says, "Good girl. Those are tough words. These are not second grade words. These are high school words." Now Cindy reads some of the words. The teacher says, "Good! Great! And the last one, Bill?"

This is a very different kind of lesson. There is a high conviviality in this lesson because of the teacher's highly encouraging remarks to the children and their laughter or responses in return. The teacher stays right with the kids' progress and doesn't move to words they don't know (monitoring, pacing). The teacher does not want the children working together (low cooperation and promotion of self-sufficiency). Because it is hot, early in the day, and so rapidly paced, certain children's attention wanders and--for this teacher whose children usually seem highly engaged--overall engagement is low.

So, with this teacher we note two very different clusters of SIBs for two very different lessons. The differences are so striking that we practically have consistent opposite configurations for the SIBs of conviviality and promoting self-sufficiency.

Another analysis of interest for Teacher N is the existence of certain direct and indirect relationships among certain SIBs. The two relationships are differentiated in the following ways.

> Direct Relationship: A given SIB is said to be in direct relationship with another SIB if the other SIB is high when the given SIB is high, and low when the given SIB is low.
>
> Indirect Relationship: A given SIB is said to be in indirect relationship with another SIB if the other SIB is high when the given SIB is low, and low when the given SIB is high.

Using the example of conviviality for Teacher N, the following relationships are true.

Supportive Instructional Behaviors	SIBs in Direct Relationship	SIBs in Indirect Relationship
conviviality	monitoring pacing optimism	cooperation engagement promoting self-sufficiency

It is interesting to note the occurrence of either monitoring, pacing, and optimism, or pacing and optimism in direct relationships with five of the nine SIB's. This signifies that Teacher N has a high degree of consistency among the behaviors of monitoring, pacing, optimism, attending, and conviviality. The following excerpt is one such example.

(From the classroom protocol, May 18, 1978, pp. 4 & 5.)

She then calls on Joe again. Teacher helps Joe with his
(mon) sentence. Joe looks up excitedly and says, "Yes," with a
lot of enthusiasm. Colleen is now answering a question
using the word "naughty" in a sentence. She says, "Can a
pet be naughty?" Teacher then responds with a funny com-
(con) ment as she is smiling. Sam says, "Mrs. ----." The teach-
er looks at Sam and says it can wait until lunch. Sam
(att) says "no" hesitantly and softly. The teacher cocks her
head and says, "Oh, it can't" and smiles a small smile,
looks at Sam. Sam tells a story in a very animated way.
He's very excited and moving in his seat. ...She then says,
(pac) "Okay, back to the workbook." She begins to ask questions.
(opt) She then says, "Raoul lives on a farm. Raoul lives on a
farm and is going to be a good farmer."

The classroom protocols contain many passages similar to this where the teacher paces her instruction according to the information she received from her questions and continually monitored her children as she moved around the room, looking at their work, asking questions. Her attending kept the children on their toes, her humor and flexibility letting the children speak maintained a convivial atmosphere, and her optimism kept them feeling good about what they are doing.

Another analysis that emphasized this teacher's consistent patterns was to look at promoting self-sufficiency. Promoting self-sufficiency was in indirect relationship to attending, conviviality, monitoring, pacing, and optimism. Every time each of this cluster was high, promoting self-sufficiency was low and vice versa. Again, this spoke to Teacher N's predominant style. She was the weaver, she made the fabric of this class. Her method appeared to be to have children realize her goals by listening carefully to them, encouraging them, following closely their work, and keeping their work on their level of success. There was very little room in her room for one to become self-sufficient. If someone was self-sufficiency, it was only because she allowed it. The classroom example on the previous page showed this.

It was interesting to note the SIB's in relationship to cooperation. Acceptance was in direct relationship to it only. For Teacher N, acceptance was present when there was a high level of vooperation in the room, and not present when there was little cooperation present. This teacher consistently used acceptance only in a cooperative atmosphere. The math lesson that was the cooperative learning exercise showed this by the following remarks: "See, with everyone's help, he got it done quickly." Or, "I liked the way you used the words 'we' and 'us'." Or, "I liked the way you worked in the group and most of you didn't come and ask the teacher for help but asked each other." Teacher N clearly accepted behavior she wanted to have happen in her class.

Yet the pairing of acceptance with cooperation in a direct relationship was matched with the pairing of conviviality with cooperation in an indirect relationship. This seemed to relate to the controlling aspect of this teacher. When events were highly cooperative for her, a lesson, the purpose of which was cooperating with strict guidelines was in progress. By accepting the behaviors she wanted, Teacher N guided her children to the right patterns. There were no cues from her that conviviality (a light, warm, friendly classroom atmosphere) was desired. The business at hand was cooperation, not conviviality. On the other hand, when cooperation was low, conviviality was high. This would seem to be caused by the same dynamic: when Teacher N wasn't causing cooperation to happen in a structured way, the classroom then became more "warm and friendly". This was typical for Teacher N.

Finally, the indirect relationship between engagement and attending was characteristic for Teacher N. She attended to her children to get them engaged. Once they were engaged, attending was no longer used by her. She encouraged their attention to her work by paying attention to them. Once they were engaged, the accepting-monitoring-pacing-optimism-conviviality pattern was maintained.

Summary

Teacher N instructs in a well-planned manner to reach her own goals--as she said herself, "I do have a preconceived goal and I keep one foot in front of the other to get there." She will emphasize the children's correct behavior by being optimistic of them, accepting, and pacing her instruction with appropriate monitoring, in a convivial classroom environment. She uses this technique to keep her children engaged once she has gotten them engaged by attending to their behaviors. Her classroom is often convivial but not convivial and cooperative. When it is cooperative, it is cooperative for a purpose. She wants them to be cooperative and to choose to be cooperative on their own.

Section Three: Conclusions

1. Relationship of general mood to SIBs when general mood is high/low.

The relationships that exist among SIBs as a function of general mood seem to be minimal. Teacher N exercises such control over those factors that control her mood that the difference between her high and low mood is small. For this reason the fluctuation of SIBs as a function of general mood seems in reality to be more related to the kind of lesson being taught and less to general mood rating.

2. Relationship of general mood to SIBs when SIBs are highest and lowest ranked. (Question 2)

As in Conclusion No. 1, the relative steadiness of Teacher N's mood seems to warrant the conclusion here that the SIBs have little effect on Teacher N's general mood. Her mood was so steady that in several instances it could be said that the modd was the same for lessons that were ranked highest and lowest for a given SIB.

There were no lessons of high or low recalled mood provided by Teacher N. The data idicated that she always tried to tend to those things that kep her modd positive. For her, this was to be prepared and organized. Given her goal oriented style and her flexibility with giving children "air time" in her lessons, she had no days that were for her best or worst. They all reflected a good mood because of her preparation.

3. Mood shifts. (Question 5)

No mood shifts were evident. Teacher N combines an understanding of children that keeps her from becoming too frustrated, and a combination of monitoring, pacing, and accepting that keeps the children moving towards her goals. In addition, a positive control of her mood by being planned and organized kept her room busy and a convivial, accepting place to be.

4. Relationship of SIBs to SIBs. (Queation 6)

Teacher N has strong tendencies in the patterns formed among her SIBs. She uses attending behaviors to get her children on track and then keeps them there with a combination of well paced and highly monitored teacher statements while she accepts much of her students' comments, offers an optimistic outlook, and casts all this within an atmosphere of conviviality. Attending drops off in importance since the children are engaged. It can be concluded from our results of looking at the opposite tendencies of conviviality and promoting self-sufficiency that Teacher N radiates more than one characteristic teaching style. She has a cooperative classroom atmosphere when she wants it and the same can be said of conviviality. Supportive instructional behaviors are used by Teacher N in a wide variety of ways and their analysis can lead to the conclusion that she utilizes a variety of distinctive teaching styles.

Epilogue

Teacher N completed a post research questionnaire concerning her participation in the research project. She thought the project "made me more aware of my own moods and attitudes; I want my classroom to be a pleasant place for the children where learning is fun. I am conscious of a need to reflect that in my moods and attitudes. I believe children feel better about learning, and about themselves, in an atmosphere free from apprehension about a teacher's varying moods." She replied in regard to the protocols that they were "not as helpful as they could be with some aid in interpretation. Perhaps expertise could be provided to analyze our protocols -- to let us be present when you went over them. I'd like to be able to do something more with them." And in conclusion, "I really treasure my conversations and associations with the observer and others of your staff. Its been easy, pleasant, professionally encouraging. I hope I've helped you. I really wish you'd sit down with us and our protocols some time."

TEACHER O

INTRODUCTION

During the lessons she was observed, Teacher O's classroom showed a high degree of independent learning activities from the children in her class. Her manner was encouraging, often enthusiastic, but she was always in firm, quiet control. Her children responded to her control by always accomplishing their work even when they appeared less than interested. Any inappropriate behavior on their part was always met with the same insistent focus on what needed to be accomplished. Her occasional moments of frustration were masked by her nature of steady control, both of herself and the class.

Teacher O wished to appear strong and in control of her class. Her techniques of discipline relied upon her quiet, calm, controlled nature and were invariant despite the type of instructional mode present in the classroom.

Teacher O radiated at least two remarkably different instructional environments. When she managed the class operating a number of activities simultaneously, low monitoring, attending, and engagement were accompanied by higher conviviality, cooperation, and self sufficiency on the part of her children. When she taught in a more directed fashion, such as review worksheets, or giving spelling tests, monitoring, pacing, attending and engagement were all high. In addition, there were numerous direct and indirect relationships for other SIB's singly or in pairs.

She was aware of her moods and during the periods of observation experienced two shifts of mood, neither of which changed the supportive instructional behavior in her classroom. She maintained a level of control in her room that was acceptable to her, despite frequent bantering by her students. In the end, this bantering seemed rituralistic as the students always acceded to her wishes.

Section One: The Context

Suburban District

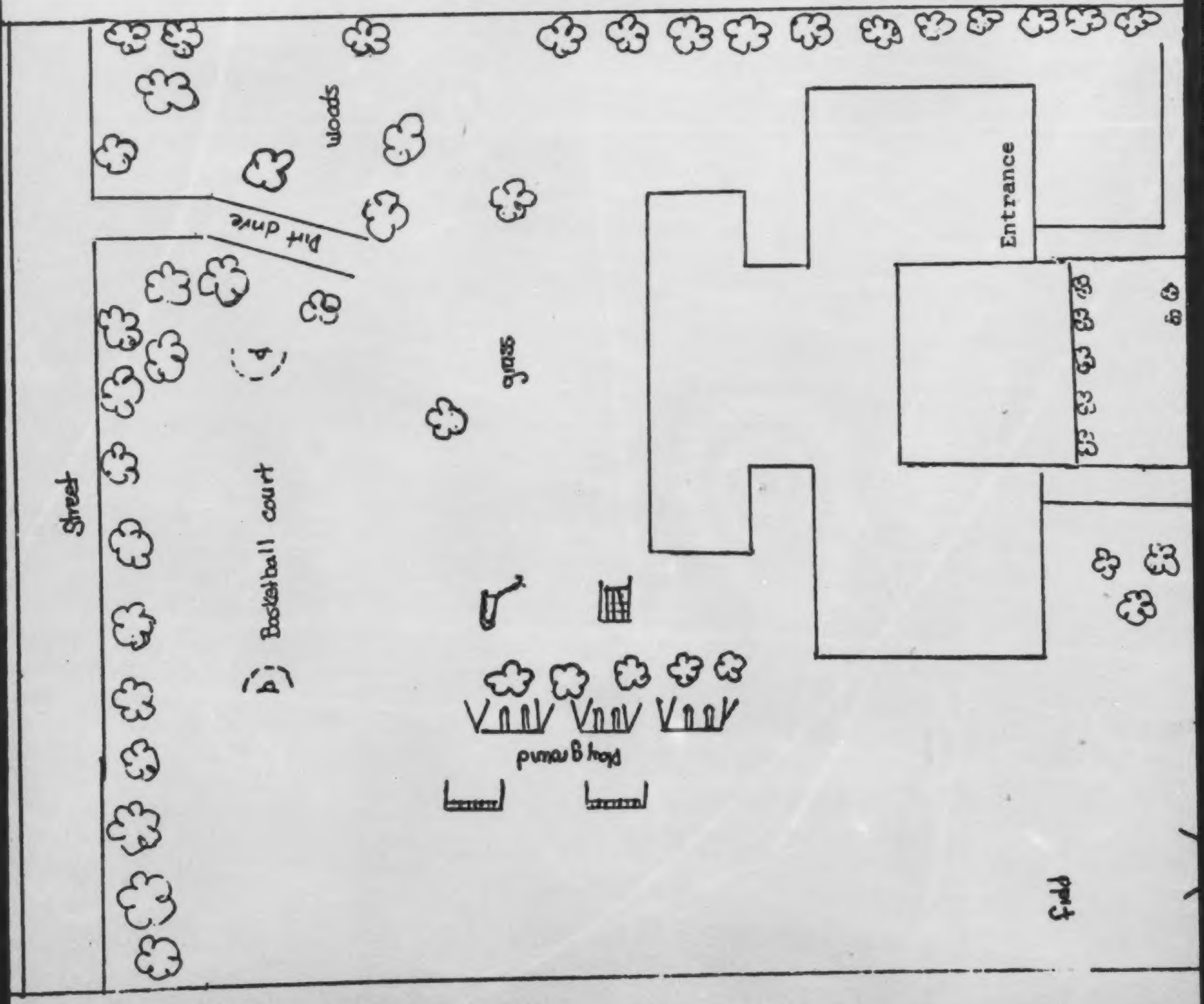
The suburban district was located near one of the state's largest cities. It was characterized by four shopping malls, unlike most of the State of Vermont, and recent bumper stickers have decried the "malling of Vermont." The district had no defineable business district. Rather, its most predominant feature was strip development along two major thoroughfares that travel East and South through the district. These roads were bordered by quick food restaurants, car dealerships, gas stations, motels, small shops selling ski equipment, gardening needs, swimming pools, and other sporting accessories. Several large condominium complexes have been built in recent years and several more are currently under construction. These reflect the housing needs occasioned by the construction of two large "clean" industrial complexes. The residents of the area were a combination of "oldtimers" who moved from the city in years past and "newcomers" who have moved in recently. A large portion of the newcomers worked at the new factory sites and decided to locate in the district because of the reputation of its schools and the advantages of suburban living. The district had three elementary schools, one middle school, and one high school. Two-thousand five-hundred fifty students attended these schools and were served by one-hundred ninety faculty.

The School

S2 was located on Stove Street, in a quiet residential

Figure 0.1

School setting for Teacher 0



suburban area. There were two-hundred twenty-six children in attendance; the faculty numbered twenty.

The school building was one story and made of red brick. The classrooms were spread out into different wings, in the middle of which was a large media center with a lot of books and audio-visual equipment. Figure 0.1 diagrams the school setting. The walls of the hallways were painted light yellow at the top and a darker yellow at the bottom. The doors to the rooms were pea-green. The combination of colors was institutional, although the overall effect was one of brightness. The school building itself sat in a pleasant treed setting. In front of the school was a large parking lot which accommodated faculty and visitors' cars, and school buses for the few children who were bussed. To the left of the school was a large playground used by the children during recess. Behind the school was a small field bordered by evergreens and hardwoods.

The Classroom

Teacher O's classroom appeared bright and cheery. Two bulletin boards, in different sections of the room, displayed childrens art work, a third posed several mathematical questions, and a fourth contained a large calendar of May, hand made by the teacher. Each of the boards reflected forethought and planning.

The seat arrangement in the room saw clusters of childrens desks and some children seated at tables. Five desks bordered the teacher's desk, and two other clusters of three and four were at other places in the room. Six children sat by themselves, either at their own desk or at a table in the room. Children faced all directions in the classroom. See Figure 0.2. for a diagram of the room.

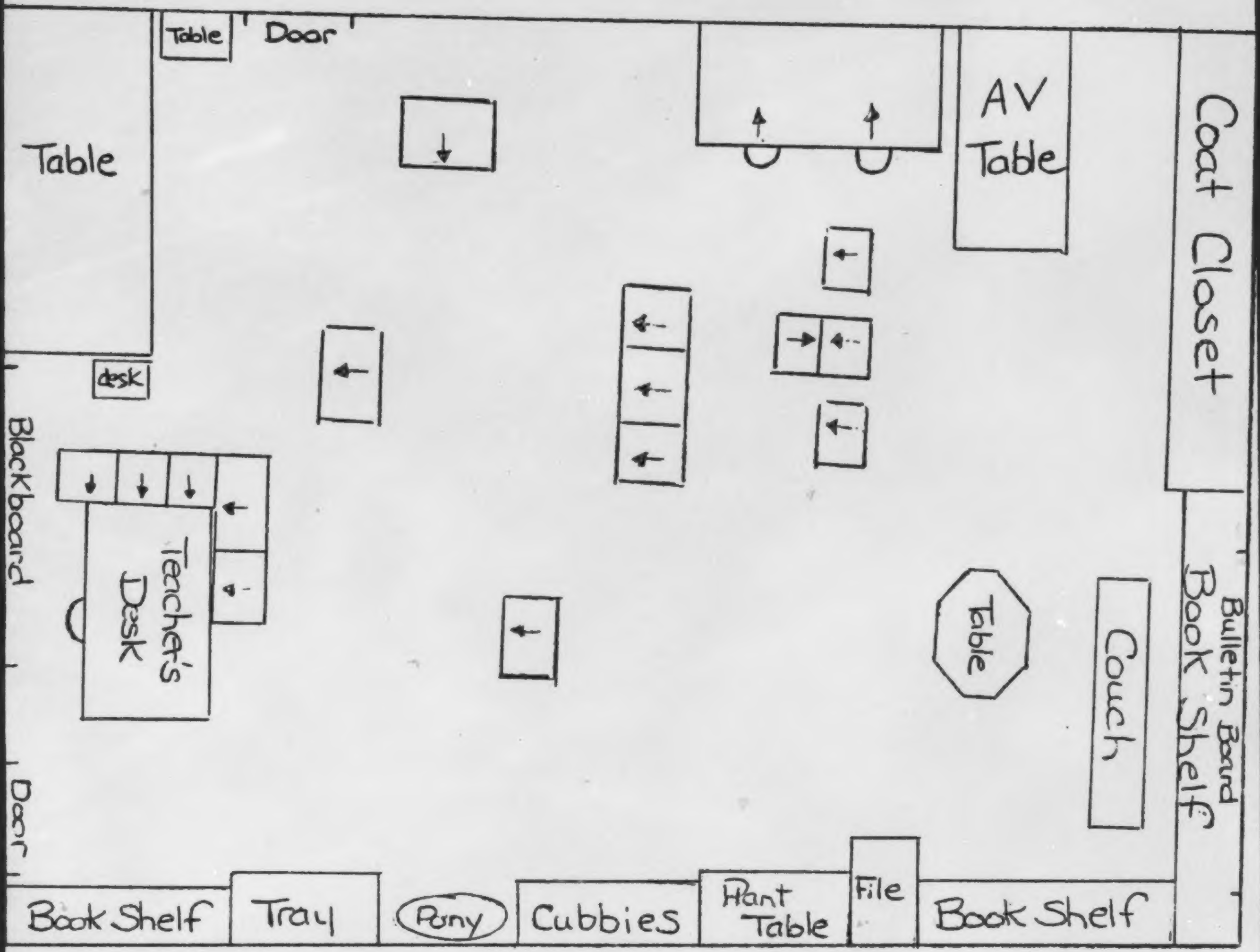
There were four tables in the room. Two of these tables served as a place to listen to records and view filmstrips. Both tables were equipped with multiple headphones. The two remaining tables were work tables. Along one wall, opposite the hall doorway, ran a series of large windows. These windows brouhgt diffused light to the room as they opened on to a landscape of trees. Underneath the windows ran a bookshelf, a file, a plant table, childrens cubbies and mailboxes, a small, brightly painted cardboard pony to ride (tri-wall in construction), a series of storage trays, and another bookshelf.

In one corner of the room, a third bookshelf was fronted by a couch, a mattress covered with cloth. On one side of the couch, a large piece of cardboard hung. It looked as if this might be used for dramatic presentations, as there was a hole cut out, apparently for a child's face.

Next to the table was a large yellow cylinder, five feet high, covered with green, yellow, and white paper. Attached was a wire that circled the cylinder. Fastened to that wire with clothes pins were plastic bags containing various items the children would need during the course of a day, such as paper,

Figure 0.2

Teacher O's classroom



scissors, glue, and rulers.

Opposite this corner of the room was the teacher's desk. Behind the teacher's desk were the daily schedule, written on a chalkboard, the list of classroom duties, and the public address speaker and buttons. As has been previously noted, the desks of six students butted directly on the front and side of Teacher O's desk.

Adding to the general cheeriness of the room were several mobiles constructed of colored paper parts that hung from the lights. Mathematical equations were written on these mobiles. And strung across the room from the hall door to the windows was a wire from which was hung a multi-colored alphabet.

The room reflected a pleasant setting, orderly, blending a combination of work-related activities and childrens art work.

The Teacher and Her Relationship Toward the Study

Teacher O was twenty-eight years old and had six years of teaching experience. She had taught all subjects in the fourth and second grades. Because of references to fourth grade experiences and materials, it seemed as if her teaching experience in second grade was relatively recent. She was observed during her reading lessons and her "most difficult time" for teaching. For Teacher O, that time occurred just after lunch when the children returned either from lunch or from music. She related:

(From the interview protocol, May 25, 1978, pp. 2, 3.)

Teacher: I have a hard time coming back from lunch and working with them. When I taught fourth grade, we had a break after lunch, or recess break, and it gave me time to get my engines revved up again. And I find it very hard to come back to that period.

Attitudes Toward Her Teaching and the Children

Teacher O described her class as "one of the tops. They are highly motivated." She agreed with the comment of the observer that "they seem so bright." She adjusted to this perception instructionally by sometimes giving them fourth grade work. "I have given them a lot of fourth grade work and I have to explain it a lot more and we do a lot of it together, but I think they get a lot more out of it too." It is interesting to note that she saw the parents of the group as being equally as motivated, albeit "competitive."

(From the interview protocol, May 22, 1978, p. 5.)

Teacher: We have a lot of competition between the parents in this class and at a PTO meeting, Debby, Rita's mother, asked if she could bring a rooster and another parent piped up and said, "Well, if she can bring in a rooster, can I bring in a cow?" I didn't know what to say so I said, "Sure, why not?" (The cow did not appear during the course of study. The rooster did.)

Teacher O enjoyed teaching. In her statement concerning her feelings about her work, she went on to tell how she believed she had to conduct herself.

(From the interview protocol, May 25, 1978, p. 4.)

I love working with the children and think they are great, but I've found that if I show that I am weak in any way, they're right there. And I'm not sure, it's not because they are mean or anything, it's just that they need to know

> I am strong, that I am in control and I think it frightens them if they see that I'm not. . . .I think it might be a little scary for them to think, "she's not here, I have to take care of myself." . . .I like to give the impression to the children that I am strong and in control.

This issue of control directly related to her opinions concerning the effect of her mood on her interactions with her children.

Opinions Regarding Her Mood and Her Teaching

Teacher O believed her mood affected her teaching in both positive and negative ways.

> (From the interview protocol, June 1, 1978, pp. 4, 5.)
>
> Teacher: I think if I'm in a bad mood and I don't have enough sleep, I tend to be more brusque, as you said. I tend to go the other way, to back off more, joke a little more, and I guess I compensate for my mood. I would say my mood does effect my teaching if I'm excited about what I'm going to teach, the lessons just go very smoothly. If I'm not sure of the material, or I'm not terribly sure about teaching it, it's a fight for me and them. . .If I'm really angry, my voice tends to get lower. That's one of the ways they can tell.

Teacher O not only believed her mood affected her teaching, she knew how it affected her teaching. She attempted, in some cases, to compensate, and she believed the children could tell when her mood turned "angry" from the tone and pitch of her voice. Teacher O also knew that her mood tended to change from morning to afternoon.

> (From the interview protocol, June 1, 1978, p. 2.)
>
> Teacher: It does change. It usually changes every day between morning and after lunch. I find that change, I am not sure shy.
>
> (This was a surprise to the observer.)
>
> Observer: You feel a change from the time of the first observation to the second?

Teacher: Yes.

Observer: I guess I have noticed that in the afternoons you seem more serious and business-like, you know, like maybe your voice is firmer, but it is always calm.

This characteristic of "firmness" and business-like" could be the brusqueness Teacher O referred to earlier.

One reason Teacher O became more firm and business-like when she perceived her mood become angrier is what happen her when she "erupted." The children giggled and laughed at her.

(From the interview protocol, June 1, 1978, p. 3.)

Teacher: Yeah, I find that when I get annoyed and let my annoyance show, they laugh at me.

Observer: Really?

Teacher: Yeah, they do, and it really must be a funny thing to see an adult get so angry or annoyed and it's peculiar, all teachers say, "Handle your situation without anger; talk to them." And yet often times when we are confronted with a situation in the classroom we get angry. So I really try to watch that.

And then, she made a statement that expressed her view of how she wanted her relationship to be with the children.

> I want to show them how to react to a situation and if I get angry and holler and scream when something happens, I have no right to expect them to react any differently in a situation frustrating to them. . . .Once in a while there is a reason and it's alright, but to get angry over little daily occurences is a waste of time. It's a waste of my time and theirs.

In terms of her mood , Teacher O said a positive mood enhanced her teaching. A negative mood, one she associated with anger, caused her to become either more humorous, or firmer with the children but not to show her anger unless it was the rare case when it was warranted.

Teacher O controlled her behavior when she perceived herself to be in a negative mood. "Control and strength" were important attributes for her.

Characteristics of the Teaching-Learning Environment

During the time she was observed, Teacher O's classroom reflected an orderly environment with much independent work on the part of her children. She had rules about certain time periods during the day.

> (Fron the reading protocol, May 22, 1978, p. 2.)
>
> This was said in a very understanding way and several other children were whispering, "You don't know what a faucet is?" The teacher then said to the class, "Now you know that we have a rule, there is no talking out when we are having discussions."

And later, when talking continued:

> Teacher: Remember, if you're talking about recess during work time, you'll have to work during recess.

Independent work was part of the childrens' routine. They knew what was expected from them from the daily schedule written on the chalk board behind the teacher's desk. They also knew what classroom duties they shared because a duty roster was posted as well. The fact that they were used to independent routines is shown in the following excerpt.

> (From the reading protocol, June 1, 1978, p. 1.)
>
> "Okay, I want you in groups. You know who goes where." To the A-V table went Ralph, Billy, and Dirk. They watched a film and filled in the answers. . .Peter remained seated in his chair. He seemed to have some work to do. Rosie, Rita, Fred, Seth, and Bob sat at a table and listened to a recording. Carol remained at her seat. Jessica went to the A-V table. Robert remained at his seat and took out a

> book. Hal also remained at his desk and took out a book. Lilly moved her chair. . .over to one of the seats in front of the teacher's desk.

The children followed their routines well. During this period of time the teacher boxed some of the A-V materials, stored on a bookshelf (it was now June and the end of school approached), gave individual help to children at their seats, roamed around the room checking on students' work, privately disciplined two boys who were arguing from the hexagonal table in the back of the room, occasionally reminded the children where to put materials when they were finished, and handed out worksheets to several children in the room. The children upon finishing work, placed their papers in a special collection box, returned tapes and filmstrips to the teacher's mailbox, and when necessary, signed out to go to the bathroom. These were rather typical activities in Teacher O's room.

During the lessons of her difficult time, Teacher O assigned a spelling test to her children. Her brisk pace required that they settle down and get to work. Any wasted time resulted in time off from recess for the individual causing the slowdown. Her organization allowed her the flexibility to deal with multiple events simultaneously.

When children dawdled, argued, daydreamed, or otherwise got off task, Teacher O often brought them back to task by an injunction concerning work.

(From the reading protocol, June 1, 1978, pp. 1, 2.)

"Come on, Billy, you peeked," said Dirk. "No, I didn't,

> I knew the answer." Ralph said, "I'm getting sick of this." Dirk calls, "Mrs. _______, did you see what Billy just did?" The teacher walks up to the table and says, "Come on now and finish your work."

And again:

> Peter said, "Well, how did it get broken then?" Lilly said, "Well, you broke it." She continued, "I did not, I did not." Peter said, "You did too. Mrs. _______, Lilly broke this." The teacher walked over to her desk and stood looking at Linn, Lilly and Peter. The teacher said in a firm voice, "Let's get back to work, please."

In addition to continuing to focus on work to interrupt the children who were distracted from work, Teacher O often emphasized the kinds of behavior she wanted in her classroom by mentioning how children were appropriately behaving.

(From the reading protocol, May 22, 1978, p. 4.)

> She walked past Dirk's desk and said, "Dirk, you're working hard." She walked over past Jessica's desk and said, "Jessica, you're working hard."

Teacher O also referred to work the children had accomplished in an encouraging manner.

> She then turned and saw that Carol was sitting with nothing on her desk. She said, "Carol, can I see your math schedule, please." Carol got up and took her book from the desk and walked to the teacher. The teacher looked through the book and said, "Did you do all this?" (in a voice that seemed impressed) adn the teacher smiled at Carol. Carol nodded and smiled back shyly. The teacher then talked to Carol about her book very quietly.

Two further characteristics stood out in Teacher O's strategies of dealing with her class: the use of firm, business-like tones of voice with her children and anticipating situations before they occurred. This first excerpt is quite typical.

> (From the difficult time protocol, June 1, 1978, p. 1)
>
> I would like you to copy this in your best cursive. You have twenty minutes. If you don't finish, you will have to stay in," she said firmly. Hal said in a complaining way, "It's too hard." The teacher said, "It is hard, yes. But if you spend time complaining, you probably won't get it done." This was said matter-of-factly.

There wasn't one time during the observations when the children did not complete the work that was expected of them. Sometimes, they didn't even get a chance to express their displeasure.

> (From the interview protocol, June 1, 1978, p. 1.)
>
> Observer: At one point, when you were talking to the two boys who were seated on the couch, Dirk and Ralph, and Billy came over and you touched him on the shoulder and talked to him a moment and shook you head. . .
>
> Teacher: I was telling him that he had to do the written work at the table, I guess I was shaking my head to indicate that wouldn't accept anything else. I guess it was more thinking ahead, and thinking that he might try to say no to me. I jumped the gun.

A final example of the orientation to the task that seemed to fill this room involved Linn. During a free time activity period, he chose to work with some clay. As he started, the teacher said the following:

> (From the reading protocol, June 1, 1978, p. 3.)
>
> "If you want to play with the clay, you have to make a project from the storybook. Remember to play with the clay, you have to make a project from the book you are reading. You can't just do what you want with it."

Even free time activities were related to classwork.

Teacher O was seemingly unruffled. In addition to her firm control of the class, she was very understanding of her children in several situations. One situation concerned Hal. In the

> (From the difficult time protocol, May 25, 1978, pp. 3, 4.)
>
> Ralph asked, "Can we finish some other day?" The teacher said, "Maybe, we'll see." Robert started saying, "Maybe, maybe, maybe." The teacher ignored this. . .She looked at him and said firmly, but quietly, "Robert, you know the rules. There is no talking during tests." Then she looked back to her book. Robert gave the teacher a mock salute.

From the interview, she relates her feelings and frustrations concerning this incident.

> Observer:. . .How did you feel about that?
>
> Teacher: I was really pissed at that point. It's been hard, because this is a top group and I have a hard time realizing that they're not into silent reading. I want them to enjoy it and I've done a lot of different things to try and help them enjoy it but they're still not ready for it. I guess the reason is that reading is still hard for them and they have to work at it. I want them to enjoy it, and they weren't going to enjoy it and I was mad.

Her responses to the children in no way showed the emotion she was feeling at that moment.

Section Two: Data Analysis

Analysis 1. What were the relationships existing between SIBs and general mood for lessons when the general mood was highest and lowest for the teacher?

Table 0.1 gives the general mood ratings for Teacher O.

Table 0.1. General mood scores for Teacher O

	Lesson					
	R1	DT1	R2	DT2	R3	DT3
General Mood Score	2.27	2.27	2.50	2.27	2.41	2.27

From the table, it is evident that there were four lessons where the general mood rating was lowest, and one lesson where the general mood rating was highest.

It was noted in the section that described Teacher O's "opinions regarding her mood and her teaching" that she said her mood "usually changes every day between morning and after lunch." She also commented that when she taught fourth grade, she had a break after lunch. Second grade afforded her no such break and she found it "hard" to get started again after lunch. Table 0.1 verified this perception on her part. In every case, her general mood for the most difficult lessons, the lessons taught immediately after lunch, were equal to or lower than her general mood for the reading lessons, lessons taught first thing in the morning. On the day her general moods were equal, she had to appear before the school board in the evening to find out if her application for a sabbatical leave of absence during the 1978-1979 school year had been approved. She recalled this day as being her lowest mood day at the completion of the study. Even though she termed her recall "a shot in the dark," it was interesting to note that her general mood for this day was lowest of all three days of observation.

The rankings of SIB's as a function of general mood seemed inconclusive in terms of any pattern. Examination of Table O.3 shows that all levels of rankings were present on these days for each SIB. Yet, it was important to note the conclusion to the section just addressed in Section 1 of this study. "Teacher O controlled her behavior when she percieved herself to be in a negative mood." The lack of consistent relationships between SIB's and low (or high) general mood supports this conclusion. Even though her general mood was low, the SIB's seemed to be related to the kind of lesson she taught (activity centered vs. teacher directed) and not her general mood.

Analysis 2. What relationships existed between SIBs and general mood scores when SIBs were ranked highest and lowest?

Table O.2 lists the relationships between highest and lowest SIB rankings and the general mood score. In addition, the table presents whether or not the genral mood score for the given lesson was greater than, less than, or equal to the average general mood score for all six lesson taught by Teacher O (2.33). As might be expected because Teacher O had four lessons wherein her general mood was lowest (2.27), 78% of her SIB's had low rankings on lessons when her general mood was less than her average mood. 44% of her SIB's had high rankings on lessons when her general mood was greater than the average mood. And four SIB's, acceptance, conviviality, cooperation, and promoting self sufficiency were in a direct relationship.

Table O.2. General mood scores for lessons where SIBs were ranked highest (6) and lowest (1) for Teacher O.

less than or equal to	general mood	low rank	SUPPORTIVE INSTRUCTIONAL BEHAVIOR	high rank	general mood	greater than or equal to
less than	2.27	DT2	ACCEPTANCE	R3	2.41	greater
less than	2.27	DT2	ATTENDING	R1	2.27	
less than	2.27	DT2	CONVIVIALITY	R2	2.50	greater
less than	2.27	DT1	COOPERATION	R2	2.50	reater
less than	2.27	DT1	ENGAGEMENT	R1	2.27	
	2.50	R2	MONITORING	R1	2.27	
	2.41	R3	PACING	R1	2.27	
less than	2.27	R1	PROMOTING SELF SUFF.	R2	2.50	greater
less than	2.27	DT2	OPTIMISM	DT3	2.27	

That is, the general mood was greater than average for the lessons where those SIB's were ranked highest, and less than average for days those SIB's were ranked lowest. Monitoring and pacing, thoses SIB's that marked her directed lessons, were ranked lowest on days of high general mood and ranked highest on days of low general mood. What might be true of this last point is that Teacher O tended to exercise more direct control in her classroom on days of lower mood so she could conduct lessons where the children would be more highly engaged, as in the case of R1.

Analysis 3. What were the relationships existing between SIBs and recalled mood for lessons when recalled mood was highest and lowest for Teacher O?

Teacher O could not recall specific lessons where her recalled mood was high or low. Instead, she related her mood to the granting by the school board of her sabbatical leave. She said the day of the evening meeting was her lowest day and the day following the meeting (at which she gained school board approval for her plans) was the day of her highest mood. Examination of Table O.1 showed this to be so. Her average general mood on May 22, the day of the meeting was 2.27. The following day, her average genral mood was 2.39, the highest of her daily average general mood. Her recalled mood data was consistent with her general mood scores.*

In terms of the interaction of SIB's as a function of her recalled mood, the same conclusion can be given as was stated for Analysis 1. The interplay of SIB's was recalled mood for teacher O seemed to be more a function of the type of lesson taught than of her mood at the particular time.

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*General mood scores were indicated by the teacher before each lesson by use of a mood adjective checklist.

Analysis 4. What were the relationships existing between SIBs and recalled mood for lessons where SIBs were ranked highest and lowest?

Teacher O recalled not lessons but days of best and worst moods as has already been noted. The conclusion stated for Analysis 3 seemed warranted here. That is, the distribution of SIB's on these days seemed more a function of the type of lesson Teacher O taught than the mood she expressed on those days. There is insufficient data to analyze whether her lesson resulted from a specific mood although that conclusion was suggested for Analysis

Analysis 5. Did mood shifts occur with Teacher O? If so, what patterns occurred with the SIBs before, during and after the mood shift?

Mood shift in this study was identified by the presence of at least one of the following criteria.

1. The teacher recalls in the interview protocol that a mood shift did occur.
2. A series of teaching event related to specific children or a specific child changed dramatically such that children, not previously involved in the events, reap the consequences of the change.

During the course of six observations, Teacher O experienced two mood shifts. These mood shifts were identified by the first criteria, that is, the teacher identified the fact that her mood had shifted dramatically in the interview with the observer. It was significant that both mood shifts occurred during the "difficult time" lessons and that both these lessons occurred in the afternoon, the time that Teacher O personally identified as being "harder" for her, a time that she herself noted was different in terms of her mood than the moring lessons.

First Mood Shift

The first mood shift occurred during this sequence in the classroom lesson. The teacher is sitting at the table in the rear of the room.

> Then the teacher checks Billy's work, making marks on the paper with her pen. Jessica gets up and walks over near Dirk's desk, stands and talks for a minute, then sits down. Peter comesback (from the bathroom) and Seth goes out. Linn gets up and brings some papers to the back table. Then there is a knock on the door. Dirk laughs, "I locked him out, I locked him out!" It is Seth knocking on the door. Dirk opens the door. Seth says, "I knew you did it, I knew you did it." The teacher looks up, says in a quiet firm voice, "Dirk and Seth, can I speak to you please?" They walk to the back. The teacher speaks to them quietly with a look that seems stern on her face and then both of them sit down. Dirk and Seth continue to laugh a bit as they sit down. Peter asks, "Seth, you have to stay in for recess?" Seth laughs. Jessica says, "Peter, it was all your fault." Several children are talking at this point and it's become noisier, but the noise level is still considered one.* The teacher gets up from the table and walks over to the cubbies and looks into one of the cubby holes, then walks over to Dirk's desk. Dirk balances his pencil box on his head. The teacher takes it off and puts it on his desk. Seemingly without paying any attention to his silliness, she then begins looking at his work and says, "Show me how you made the circle."

The only possible clue that a change in mood might have occurred here is the "stern" look on her face. The interview reveals quite a different picture, however.

> (From the interview protocol, May 22, 1978, p. 3.)
>
> Observer: How did you feel when Seth got locked out by Dirk?
>
> Teacher: Angry, no question about it. It disturbed the whole class and there was no need--they were just fooling around and it was interesting because I spoke to them both and said they had to stay in for recess and just before recess started, I heard Dirk say to Seth, "She's just going

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*A noise level of one indicates there is noise in the room that is tolerable to the teacher.

> to talk to us--she won't keep us in," cause that's been my policy sometimes.
>
> Observer: It's interesting because you didn't seem angry to me. You hauled them over very, very quietly in a firm voice, but a very calm quiet voice and then when you were talking to them, you looked a little bit stern, but I didn't interpret that as angry.
>
> Teacher: Really?
>
> Observer: Yeah, yet it seemed as if you were very much under control.

Prior to the lesson, the teacher had marked the mood checklist as "not at all" angry. Her statement that she was angry at the door locking incident indicated a mood shift. Yet in terms of classroom behavior and SIB's there was no change. Calling the children over to her table was no different than calling Dirk and Seth to her table and quickly she was up and working with the children again. It is interesting to note that she brought Dirk back into the lesson by referring him back to his work, a characteristic of her teaching style identified in Section One of this study.

Second Mood Shift

The second mood shift occurred during a transition during the "difficult time" from an activity where the children were circling words in a crossword puzzle to a spelling lesson. The teacher is standing by her desk with an open book in her hands.

> (From the classroom protocol, May 22, 1978, p. 3.)
>
> She then announced, "Okay, I'm collecting the papers now. And I want you all to turn to page 135." Jessica said in a very whining, complaining voice, "But I'm not done yet. We haven't even started yet." The teacher said quietly but firmly, "You've had enough time. I'm going to collect your papers now. . .Ralph said, "Can we finish some other day?"

> The teacher said, "Maybe, we'll see." Robert started saying, "Maybe, maybe, maybe." The teacher ignored this. She collected the papers and walked to her desk and put them on her desk. . ."Okay, page 135, and I'm going to give the first word in twenty seconds." The children all sat and hurriedly got their books out, began leafing through the pages. Billy counted out loud to twenty. The teacher said, "Number one," in a very brisk, business-like voice, "Most. He ate most of the ice cream." Robert called out, "Most," almost in a mocking voice. She looked at him and said firmly but quietly, "Robert, you know the rules. There is no talking during tests. She then looked back at her book. Robert gave her a mock salute. "Okay, number two is 'told.' He told his father about the deer."

Despite the banter from the children there was no indication from Teacher O that her mood had been affected. She pressed forward in her characteristic manner. The interview, however, gave quite another picture.

> (From the interview protocol, May 22, 1978, p. 3.)
>
> Observer: And how about when Robert questioned you, he started fooling around during the spelling test? (How did you feel?)
>
> Teacher: Slightly annoyed, I guess.
>
> Observer: And then when he continued afterwards, he was questioning you about why they had to do it.
>
> Teacher: I was really pissed at that point.

At the beginning of this lesson, the teacher indicated she was "not al all" angry on the mood checklist. In the brief time noted in the excerpt from the lesson, she went from "not at all angry," to "slightly annoyed," to "really pissed." Yet in terms of the lesson, there was absolutely no indication, save a slight change in the tone of her voice, that her mood had gone from "not at all angry" to "really pissed." In terms of her SIB's, there were no changes besides those normally occurring for the lesson.

In summary, Teacher O identified two mood shifts, both dramatic, both short in duration, both from positive to negative in her feelings with only the most imperceptible changes in her classroom supportive instructional behavior.

Analysis 6. What were the relationships among supportive instructional behaviors during the six lessons taught by Teacher O?

Each SIB was forced ranked 1 (low) to 6 (high) in terms of its presence for each lesson taught by Teacher O. Table 0.3 gives the results of this ranking.

Table 0.3. Forced rankings for each SIB across six lessons taught by Teacher O.

	May 22		May 25		June 1	
	R1	DT1	R2	DT2	R3	DT3
accepting	5	2	4	1	6	3
attending	6	4	2	1	5	3
conviviality	3	2	6	1	5	4
cooperation	5	1	6	2	4	3
engagement	6	1	2	5	4	3
monitoring	6	5	1	3	2	4
pacing	6	5	4	2	1	3
promoting self sufficiency	1	4	6	3	5	2
optimism	3	2	4	1	5	6

The interrelationships among SIB's for Teacher O are given in Table 0.4. This table was derived from examining Table 0.3. When a given SIB (acceptance) was rated highest (6R3), other SIB's ranked high (5, 6) and low (1, 2) were also noted. For example, when acceptance is ranked highest, attending, conviviality, promoting, self-sufficiency, and optimism were also ranked high. Monitoring and pacing were ranked low.

Table 0.4. Comparison of supportive instructional Behaviors when a given SIB was ranked highest (6) and lowest (1)

SIB's ranked high when given SIB was ranked lowest	SIB's ranked low when given SIB was ranked lowest	Lessons Given SIB was ranked lowest	Supportive Instructional Behavior	Lessons Given SIB was ranked highest	SIB's ranked high when given SIB was ranked highest	SIB's ranked low when given SIB was ranked highest
engagement	attending conviviality cooperation pacing optimism	DT2 5/25	ACCEPTANCE	R3 6/1	attending conviviality promoting self-sufficiency optimism	monitoring pacing
engagement	acceptance conviviality cooperation pacing optimism	DT2 5/25	ATTENDING	R1 5/22	acceptance cooperation engagement monitoring pacing	promoting self-sufficiency
engagement	acceptance attending cooperation pacing optimism	DT2 5/25	CONVIVIALITY	R2 5/25	cooperation promoting self-sufficiency	attending engagement monitoring
monitoring pacing	acceptance conviviality engagement optimism	DT1 5/22	COOPERATION	R2 5/25	conviviality promoting self-sufficiency	attending engagement monitoring
monitoring pacing	acceptance conviviality cooperation optimism	DT1 5/22	ENGAGEMENT	R1 5/22	acceptance attending cooperation monitoring pacing	promoting self-sufficiency
conviviality cooperation promoting self-sufficiency	attending engagement	R2 5/25	MONITORING	R1 5/22	acceptance attending cooperation engagement pacing	promoting self-sufficiency
acceptance attending conviviality promoting self-sufficiency optimism	monitoring	R3 6/1	PACING	R1 5/22	acceptance attending cooperation engagement monitoring	promoting self-sufficiency
acceptance attending cooperation engagement monitoring pacing		R1 5/22	PROMOTING SELF-SUFFICIENCY	R2 5/25	conviviality cooperation	attending engagement monitoring
engagement	acceptance attending conviviality cooperation pacing	DT2 5/25	OPTIMISM	DT3 6/1		promoting self-sufficiency

The same analysis was done when acceptance was ranked lowest (1, DT2). When accepting was lowest, attending, conviviality, cooperation, pacing, optimism were also ranked low (1, 2). Engagement was ranked high (5, 6).

Some classroom examples will help relate the context of Table O.4. Given the example of acceptance, we note that it was high for R3, and low for DT2. The associated SIB's can be read on Table O.4. What kind of lessons were R3 and DT2?

R3 was a lesson in which Teacher O immediately had the children start group activities. Several children were listening to records, some were watching filmstrips, others were reading, and still others were involved with seat work. The teacher was packing away AV materials, helping children with their work, redirecting childrens' arguments, and dealing with childrens' individual needs. The following is a fairly typical excerpt from that day.

(From the reading protocol, June 1, 1978, p. 3.)

Rose calls out to Mrs. ________, "Oh, when is it going to be
over?" in a really bored sounding voice. The teacher said,
(acc) "In a while, you are really listening very well," she says
(pss) encouragingly. Rose said, "I don't like it." George said,
(att) "Neither do I, it's boring," The teacher sits at the table
with the headphones and listens for a few minutes. She
then takes them off and puts them away. . .Peter gets up
from the chair and walks back carrying his books. He
asks her several questions about the reading material in a
(att) very quiet voice. The teacher nods, then makes a correction
(mon) on this paper. He syas, "Ohhhhooo," in an exaggerated
(con) way, seeming to indicate, "Oh, now I get it." He then goes
back to his seat.

What we see here are the existence of several SIB's in connection with each other. Contrast this with a segment from DT2.

(From the difficult time protocol, May 25, 1978, pp. 2, 4.)

> "Okay, page 135, and I'm going to give the first work in twenty seconds." The children all sat and hurriedly got their books out, began leafing through the pages. Billy counted out loud to twenty. The teacher said, "number one" in a very brisk, business-like voice. "Most. He ate most of the ice cream." Robert called out, "most," almost in a mocking voice. She looked at him and said firmly but quietly, "Robert, you know the rules. There is no talking during tests." She then looked back at her book. Robert gave her a mock salute.

In this excerpt, the kids were engaged but it was equally clear that attending, conviviality, cooperation, pacing, and optimism were very low. Some children were displeased and expressed it to the teacher. Her pace, the task, her firmness bothered Billy and Robert.

These two excerpts exemplify the contrasts in SIB's that are related to the context of Teacher O's lessons. Further examination of Table 0.4 will show that DT2 was a low point for attending, conviviality and optimism, as well. R3, on the other hand, was a low point for pacing. Because the children were independently involved, the teacher had little pacing to do instructionally. She wasn't teaching a lesson.

Thus far we have examined the occurrence of SIB's with the SIB of acceptance Table 0.5 gives us additional information on the strength of these relationships. That is, Table 0.5 relates those SIB's that are in direct and indirect relationship with each other.

Table O.5. Direct and indirect relationships for each SIB with all other SIBs for Teacher O

Supportive Instructional Behavior	SIB's in Direct Relationship	SIB's in Indirect Relationship
1. acceptance	attending conviviality optimism	
2. attending	acceptance cooperation pacing	
3. conviviality	cooperation	engagement
4. cooperation	conviviality	monitoring
5. engagement	acceptance cooperation	
6. monitoring	attending engagement	promoting self sufficiency
7. pacing	monitoring	promoting self sufficiency
8. promoting self sufficiency		attending engagement monitoring
9. optimism		

Direct Relationship: A given SIB is said to be in direct relationship with another SIB if the other SIB is high when the given SIB is highest, and low when the given SIB is lowest.

Indirect Relationship: A given SIB is said to be in an indirect relationship with another SIB is the other SIB is low when the given SIB is highest and high when the given SIB is lowest.

Examining acceptance in Table O.5 shows that attending, conviviality, and optimism are in direct relationship with acceptance. That means they are highly present when acceptance is highly present in a given lesson, and noteably absent when acceptance is low in a given lesson. They vary together in the same way. If we recall the excerpts from R3 and DT2, these direct relationships become clearer. No SIB is in indirect relationship to acceptance.

The cluster of related SIB's for conviviality, cooperation, and promoting self sufficiency is an interesting one for Teacher O. All three were ranked highest during the second reading lesson. And while they were ranked high, we note that attending, engagement, and monitoring were ranked low. In other words, for the lesson that the teacher was most highly encouraging the children to take their own direction, and where there was a family-like atmosphere in the room with a high degree of cooperative spirit, the teacher was not attending closely to children, she was not checking on their work, and the children were not particularly engaged. R2 was another reading lesson that was an activity period. The teacher circulated around the room, not really checking on childrens' work so much as to just see what they are doing. Occasionally, she stopped to help them or re direct their activities in some way. The following excerpts are from this lesson.

> The children have to decide what letters go in the right places. The teachers is explaining to them and Fred begins to laugh at something that Seth just whispered to him. The teacher says to him, "Oh, you think that's funny, Seth? How'd you like to flunk reading for laughing?" This is done in a very teasing, comradely way. Seth turns around and sees Linn sitting in his desk. "Hey, Linn,: he said teasingly, "Who said you could sit at my desk?" and laughs. Linn says, "Me." They both laugh.
>
> The teacher gets a chair, explains to the group, "You'll have to go a little bit slowly. Sally is joining you." Rose says helpfully, "Well, we could turn it back and start from the beginning.

> The teacher turns around and looks at the group at the table in Quadrant one (AV table), the group with the earphones. They are getting a little noisy. She looks at them, but does not say anything, then glances at the clock and turns back to the Scrabble game, which she is now playing with Dirk and Dolores.

It is as if these are relaxed times for the teacher and the children. Activities are related to their work, but engagement is not as important as having the children work together on their own.

Examining Table O.5 gives us a stronger idea of the relationships here. Conviviality and cooperation are in direct relationship to one another. They vary in the same direction together. When one is high, the other is high and vice versa. Neither one is in direct relationship with promoting self sufficiency. Yet when promoting self sufficiency was high, so were cooperation and conviviality.

The indirect relationships are interesting here. Engagement is in indirect relationship to conviviality. When the room is convivial, as in R2, the children's engagement will be low. When a convivial atmosphere is lacking, engagement will be high (DT2). For Teacher O, conviviality and engagement do not go hand in hand.

Neither do monitoring and cooperation. Teacher O monitors very little during those lessons, the activity oreiented lessons, when cooperation is high. On the other hand, when she is more directed in what she wants to have happen, cooperation is at a minimum and monitoring is high. DT1 was one such example, as the following excerpt shows.

> (Fron the difficult time protocol, May 22, 1978, p. 1.)
>
> "Okay, please listen, the instructions on this page are difficult, so read them, read them three times before asking me for help, okay? I am concerned that some of you are hurrying--Jessica. . .Okay, now I want you to do 103, 104, and 105 and when you've finished, the book goes to the back of room. . .I will be going around and passing out these papers. You ought to work on your handwriting on these papers, and copy a page on good manners." The teacher was being very business-like and serious. . .The teacher then began to walk around the children putting two pieces of paper with lines and a paper with a paragraph on good manners that they were to copy. She put this on each child's desk.

The teacher then circled the room checking on the childrens' work, correcting their writing and their manners. Not much room for cooperation here.

Monitoring was a revealing instructional behavior for Teacher O. It was highest in R1, and lowest in R2. R2 was an activity-based lesson (page 8); what was R1? R1 was a discussion lesson with the children where each child had a list of items and their task was to classify them in concert with the teacher. The items were to be classified animal, vegetable, or mineral. An excerpt follows.

> (From the reading protocol, May 22, 1978, p. 3.)
>
> "Okay, what about cheese? Is that an animal? Several children said, "No." The teacher responded, "Well, you have to classify it under animal because it comes from an animal. What about rocks?" the teacher asked. "Are they animals?" "Nooo," said several children. "You're right," the teacher said enthusiastically. "They're minerals. What about a toadstool. Is a toadstool a mineral?"

Much attending and engagement here, as well as monitoring. This lesson was characterized by this kind of give and take between teacher and children. There was, as this excerpt shows, very little promotion of self sufficiency. It was all between the teacher and the children with the teacher asking the questions and the children answering. The three behaviors in direct relationship were monitoring, attending, and engagement. When monitoring was low, they were absent together. And with self sufficiency, the indirect relationship was true. When Teacher O had a low degree of monitoring, a high degree of self sufficiency could be expected.

Finally, pacing and optimism formed an interesting contrast. High pacing was associated with those lessons that the teacher was firmly directly (R1). High optimism, on the other hand, was associated with a lesson that was activity center oriented (DT3). With pacing, as with monitoring, there existed a direct relationship with monitoring and an indirect relationship with promoting self sufficiency. Optimism, on the other hand, had few clear connections and no direct/indirect relationships. It was not a strong supportive behavior for Teacher O. It was not used to promote self sufficiency, and its absence denoted some engagement with the children. It had a quality of randomness about it, analytically speaking. Perhaps this was due to the fact that its utterance was rarely observed, regardless of the classroom context. When said, it was said to individuals.

Summary

The relationships of SIB's to SIB's depended very much on the type of instructional style utilized by Teacher O. If she taught a lesson that was characterized by activity centered group work, then her style showed low monitoring, attending, and engagement behaviors and higher cooperation, conviviality and self-sufficiency behaviors. If she directed the lesson instructionally, then monitoring, pacing, attending, and engagement were usually high. The need Teacher O expressed to be strong and in control was not necessarily linked to a need to have the children continually engaged in class work, nor was there a need on her part to always be the director of what was occuring in her classroom.

Section Three: Conclusions

1. Relationship of general mood to SIBs when general mood was highest and lowest. (Questions 1 and 2)

Examination of the variation of SIB's when general mood was high and low led to the conclusion that the variation in SIB's tended to be more a function of her instructional style than her general mood. She employed a more teacher-directed instructional style in the afternoon and the fact that her general mood score in the afternoon was equal to or lower than her general mood score for the morning reading lessons, it is an open question whether or not the difference in SIB's during these afternoon lessons were a result of her instructional need to settle the children down after lunch or were caused by her lower general mood.

2. Recalled mood to SIBs when SIBs were highest or lowest. (Questions 3 and 4)

No conclusion was reached here due to the fact that Teacher O identified days for recalled mood, not lessons.

3. Mood shifts. (Question 5)

Teacher O had two mood shifts. They were identified as such by her. They were short in duration, dramatic in nature, were from a positive mood state to a negative mood state, and resulted in no consequential shift of SIB's in her instruction.

4. Relationships of SIBs to SIBs (Question 6)

Teacher O radiated at least two remarkably different instructional environments. When she managed the class operating a number of activities simultaneously, low monitoring, attending, and engagement were accompanied by higher conviviality, cooperation, and self sufficiency on the part of her children. When she taught in a more directed fashion, such as review worksheets or giving spelling tests, monitoring, pacing, attending and engagement were all high. In addition, there were numerous direct and indirect relationships for other SIB's singly or in pairs.

Epilogue

No post data collection questionnaires were completed by Teacher O. She was on sabbatical and unable to be contacted. Therefore, no comments can be made regarding her reaction to the research process and any effect it may have had upon her instruction.

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